ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED001339
2. ORIGINATOR CONTROL NO(S).: N.A.
3. IDENTIFICATION NO.: N.A.

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT:
- PROPOSAL ☐
- IN-PROGRESS ☐
- FINAL ☒
- FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): Bruno, Louis
5. TITLE OF DOCUMENT ABSTRACTED: Improvement of Instruction in Washington Schools
6. PUBLICATION TITLE: N.A.
7. EDITOR(S): N.A.
8. PLACE OF ORIGIN:
ORG. Office of State Supt. of Public
ST. Instruction
CITY, STATE Olympia, Wash.
TELE. EXT.
INST/LOC CODE
9. PUBLISHER OR SOURCE: Office of State Supt. of Public Instruction, Olympia, Washington

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	272

B. INDEXING DATA

14. SUBJECT AREA
15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

		gifted
instructional improvements	senior high school	school districts
kindergarten	community college	
junior high school	finance	

17. ABSTRACT (MAX. 250 WORDS)

Facts about instructional improvements made by 191 Washington school districts in the years 1958-1961 were presented. In addition to the improvements made by individual teachers, these districts developed 976 new instructional programs. These developments included all subject areas and grades (K - 14).

The first part of the report summarized the types of instructional improvements, using statistical tables providing an overall picture of the types of improvements found feasible, along with financing procedures utilized. An example of a report was the description of grade levels served by new programs. With a listing of the number of programs in each of the years 1958 through 1961, an increase in quantity of programs was shown by a percentage scale. The grades most affected were the junior high school grades. The data also indicated an increase in educational change in the intermediate and primary grades. The grades tabulated were from kindergarten through community college.

The second part of the report provided detailed descriptions about 462 specific improvements made by specific school districts. One such improvement provided enrichment materials in language arts in the 5th and 6th grades. Sixty-five students with two teachers used the SRA. Reading Laboratory, with tapes (aural-oral Spanish), radio, Readers Digest Skill Text, and Junior Scholastic. The students were placed in a separate classroom and were given work on a higher level than the ordinary 6th grade classes. Evaluation was by pre- and post-achievement tests and teacher judgment. Results showed that teachers, students, and parents were in favor of the program.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION
20. DIVISION OR DEPT.
21. CONTRACT NO.
PROJECT NO.
22. TOTAL COST OF PROJECT
23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

5

ERIC Form 1

RESEARCH IMPROVES EDUCATION

1962

IMPROVEMENT of INSTRUCTION in WASHINGTON SCHOOLS

ED001339

WASHINGTON STATE

1889

LOUIS BRUNO · SUPERINTENDENT OF PUBLIC INSTRUCTION · OLYMPIA

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED00 1331

IMPROVEMENT OF INSTRUCTION IN WASHINGTON SCHOOLS

1962

LOUIS BRUNO
State Superintendent of Public Instruction
Olympia, Washington

Programed Instruction in English Grammar

Program Statistics:
Subject(s): English
Grade(s): 4, 5, 6
Year began: 1961
Number of students: 8
Number of teachers: 1
Approx. mental ability: Average
Time: 40 minutes per week

Special equipment or materials: Harcourt Brace Programed Text: **English 2600**
Results so far: It's new—1 month Parents approve; students enjoy it
Written description: No
Observation of program: Any time

Description and purpose:

Students move slowly and thoroughly through the text. Each works at his own rate.

Mrs. Dawn Ho, Teacher
Braden School District No. 9
Braden, Walla Walla County

District Size: Group VI—99 or fewer enrollment

SRA Spelling Learning Wheels

Program Statistics:
Subject(s): Spelling
Grade(s): 4-7
Year began: 1961
Number of students: 17
Number of teachers: 1
Approx. mental ability: No selection—all students included

Special equipment or materials: SRA Learning Wheels
Results so far: No objective evaluation to date
Written description: No
Observation of program: Any Thursday or Friday after Oct. 15

Description and purpose:

In addition to the regular spelling texts, these wheels are used two days a week to emphasize correct spelling. Each child works on his own level and proceeds at his own rate. The main purpose of the program is to supplement the regular text and to develop an increased consciousness of spelling in all written work. Standardized tests will be used in the evaluation.

Arthur F. Zehe, Head Teacher
Grapeview School District No. 54
Grapeview, Mason County

District Size: Group VI—99 or fewer enrollment

Speech Improvement Combined with Phonics

Program Statistics:

Subject(s): Speech (Language Arts)

Grade(s): 1, 2, 3, 4

Year began: 1961

Number of students: 40 (tot. class)

Approx. mental ability: Average

Time: 300 minutes per week

Number of weeks: Entire year

Special equipment or materials: Film strips — other visual aids made by children

Written description: No

Description and purpose:

The main purpose of the program is to develop auditory discrimination and to improve speech. The results are evaluated by teacher and speech therapist.

Mrs. Dorthea Voght, Speech Therapist, Kittitas County Schools
South Cle Elum School District No. 22
South Cle Elum, Kittitas County

District Size: Group VI—99 or fewer enrollment

Reading Improvement—Library Combination

Program Statistics:

Subject(s): Reading Improvement; Centralized Library

Grade(s): K-6

Year began: 1958 (after a 1957-58 pilot program) All schools will have the program by 1962-63

Number of students: 40,000

Number of teachers: 68 (more next year)

Approx. mental ability: Average or above

Time: Ave. 175 minutes per week

Number of weeks: Varies, dependent upon progress

Special equipment or materials: Additional books available for reading improvement; also SRA Lab.

Results so far: Successful

Written description: Yes

Observation of program: November-May

Description and purpose:

Because there was a need to provide reading improvement instruction and centralize library services to elementary schools and because it was not possible to institute immediately a full-time program in each of these two areas, a combination program has been developed. One teacher provides reading improvement instruction to small groups of pupils who are average or above in ability but who are finishing below their potential. This part of the program is allocated the major portion of the teacher's time. The same teacher is responsible for the centralized library.

One period daily the library-reading-improvement teacher provides library instruction to classes which go to the library on a planned schedule. The classroom teacher accompanies the class. During another period of the day the reading-improvement-library teacher serves as a resource person to pupils who are sent to the library by the classroom teacher to work on projects assigned by the classroom teacher. It is hoped that it will be possible to divide these programs, particularly in the larger elementary schools.

The main purpose of the program is to provide centralized library facilities for elementary schools and to provide special reading instruction for underachievers. The combination program was a local expediency.

Kenneth E. Selby, Asst. Supt. for Elem. Schools, Seattle Public Schools
Seattle School District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

The Use of Film Strips as the Basic Reading Instrument for Reading Instruction

Program Statistics:
Subject(s): Reading
Grade(s): 1-3
Year began: 1959
Number of students: 63 (original group)
Number of teachers: 7
Approx. mental ability: Average
Time: 480 minutes per week
Number of weeks: 36

Special equipment or materials: Film strips and projectors
Results so far: Achievements significantly higher in this group than in control group
Written description: Yes
Observation of program: Any time during the 1962-63 school year

Description and purpose:

The original source of information for this plan was the New Castle Method for Reading Instruction. Information was obtained from Glen McCracken's book **The Right to Learn.** The experimental group achieved significantly higher than the control group in total average achievement during the 2nd, 3rd, and 4th quarters. The first quarter was not significantly different. Critical ratios computed between the experimental and control group are used in the evaluation.

Clifton Johnson, Principal
Longfellow School, Everett School District No. 2
Everett, Snohomish County

District Size: Group II—2,000-19,999 enrollment

Enriched Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4, 5, and 6
Year began: 1960
Number of students: 1161
Number of teachers: 43
Approx. mental ability: 111
Time: 250 minutes per week
Number of weeks: 36
Special equipment or materials: None
Results so far: Teachers, parents and students like the program.
Written description: No
Observation of program: Any time—in the morning

Description and purpose:

Students in grades 4-5-6 are placed into reading groups commensurate with their tested abilities. As an example, some fifth-grade students may be placed in a sixth-grade reading group, while others are placed in a third or fourth grade group. Fifty-five minutes per day are devoted to this program. The purpose is to enrich the reading program. Results are evaluated through achievement tests.

Melvin G. Carlson, Administrative Assistant
Federal Way Public Schools, District No. 210
Federal Way, King County

District Size: Group II—2,000-19,999 enrollment

Development Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 1-6
Year began: 1960
Number of students: 200
Number of teachers: 3
Approx. mental ability: Various
Time: 100 minutes per week
Number of weeks: Varies according to need of child
Special equipment or materials: Enrichment books, library books, and remedial materials
Results so far: Undetermined
Written description: Yes
Observation of program: Between months of October and April

Description and purpose:

This program provides supplementary help for the student needing remedial work or specific short-time skill development in reading comprehension, mechanics of reading, or any other phase of reading improvement. It provides special instruction in reading for the advanced student who is lacking in specific skill areas, or who needs further enrichment work that he is unable to receive in the classroom.

It also provides enrichment experiences in reading for the gifted child.

The program is supervised and evaluated by the building principal and coordinated by the curriculum director.

Zeger W. Straatman, Curriculum Director
Mercer Island School District No. 400
Mercer Island, King County

District Size: Group II—2,000-19,999 enrollment

Reading—Cluster Grouping

Program Statistics:
Subject(s): Reading
Grade(s): 4, 5, 6
Year began: 1959
Number of students: 315
Number of teachers: 10
Approx. mental ability: Full range
Time: 300 minutes per week
Number of weeks: 36

Special equipment or materials: Controlled reader, literature and poetry recording, tape recorder, film strips, new reading materials in text books, reference materials, and library materials

Results so far: Added enjoyment of reading, increased awareness of the beauty of words and phrases, higher achievement in basic reading skills.

Written description: Yes

Observation of program: After second month of school

Description and purpose:

Pupils are grouped for their daily hour of reading instruction into three groups in each grade level; high, medium, and low (according to achievement and ability scores). These classrooms are divided into two groups. Teachers are carefully assigned to these groups so that pupils will receive maximum benefit from the special grouping. There is also grouping within these groups, according to pupil needs.

The high groups, which are composed of children able to read two grades above their grade level, receive much enrichment in vocabulary building, library skills, creative writing, and studies of authors, poets, and illustrators. They enjoy experiences in dramatics and in various types of reporting. They develop a love and appreciation of the beauty and utility of words and expression. Many other areas of enrichment come into this study, as well as the basic skills of reading for each grade level.

Pupils in the average and low groups spend much of their time in learning needed skills, but still have time for enrichment. Moves are made during the year if pupils regress or progress into another group; it is a flexible program.

This program narrows the ability span in each group so that teaching is more effective. It is evaluated on the basis of teacher judgment, teacher-made reading tests, phonics tests, and achievement tests.

Miss Rowena Chess, Principal
Captain Gray Elementary, Pasco School District No. 1
Pasco, Franklin County

District Size: Group II—2,000-19,999 enrollment

Reading Grouping

Program Statistics:
Subject(s): Reading
Grade(s): K-6
Year began: 1958
Number of students: 150
Number of teachers: 6
Approx. mental ability: 100
Time: 375 minutes per week
Number of weeks: Continuous
Special equipment or materials: S. R. A. Kits, accelerators, records, tapes, printed matter
Results so far: General achievement and less retardation
Written description: No
Observation of program: Any time

Description and purpose:

The classes of this program are grouped on the bases of test data and teachers' judgment on cross-grade-levels in grades 4, 5, and 6. The purpose is to allow students to work at their true achievement levels with other students of comparable ability. This is, in fact, a modified Joplin Plan.

Results are evaluated by standardized tests.

Virgil Baker, Principal, Kapowsin Elementary and
Will Damrau, Principal, Clover Creek Elementary
Bethel School District No. 403
Spanaway, Pierce County
District Size: Group III—1,000-1,999 enrollment

Individualized Reading

Program Statistics:
Subject(s): Reading
Grade(s): 1960-61, one 4th grade room; 1961-62, 4th grade; 1962-63, grades 3 and 4
Year began: 1960
Number of students: 1960-61, 30; 1961-62, 100; 1962-63, 120
Number of teachers: 1961-62, 4; 1962-63, 9
Approx. mental ability: gr. 2 to 10
Time: 250 minutes per week
Number of weeks: 18
Special equipment or materials: Extensive use of trade books and extra texts
Results so far: Improved ability—self-evaluation from students and parents favorable
Written description: Yes
Observation of program: Not before second semester

Description and purpose:

Classes work three days weekly on skills using basic texts and two days weekly on individualized reading, using trade books. The students report on their reading and keep records of progress. Small group instruction is employed when needed. The purposes of this program are: (1) cluster grouping to facilitate a concentrated effort toward improving skills (based on pupil needs), and (2) to provide means of enabling students to progress individually at their own speed.

Unit tests, standardized tests, and teacher-opinion are used in the evaluation.

Mrs. Jacqueline Ormsby, 4th Grade Teacher
Cashmere School District No. 122
Cashmere, Chelan County
District Size: Group III—1,000-1,999 enrollment

Improvement of Teaching Reading with S.R.A. Laboratory

Program Statistics:
Subject(s): Reading
Grade(s): 4 through 6
Year began: 1961-62
Number of students: 250
Number of teachers: 18
Approx. mental ability: Normal range
Time: 150 minutes per week
Number of weeks: 12

Special equipment or materials: S.R.A. reading laboratories
Results so far: Good. More interest and enthusiasm evidenced by teachers and students
Written description: No
Observation of program: After first month of school year

Description and purpose:

S.R.A. Reading Laboratories are used for a portion of the year's basic reading program. The main purpose is to improve the "teaching" of reading and to increase students' reading achievement level.

Informal evaluations are based on teacher-administrator opinions; formal evaluations are based on achievement tests.

Carl Hansmann, Curriculum Director
Clarkston School District No. J250-185
Clarkston, Asotin County

District Size: Group III—1,000-1,999 enrollment

Grouping the Intermediate Grades for Reading

Program Statistics:
Subject(s): Reading
Grade(s): 4th, 5th and 6th
Year began: 1958
Number of students: 175
Number of teachers: 6
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: 4 basic reading texts. Webster Practice readers, reading film series, tape recorder, film, phonics readers, workbooks, etc.
Results so far: Teachers, pupils and parents favorable. Fast and slow pupils profit most.
Written description: No

Description and purpose:

California Reading Tests are administered to 3rd, 4th, and 5th grades the middle of May. Children are assigned to six groups accordingly. Pupil rosters are made up before school closes so that classes may begin the first day of school in September. This program is, in effect, the Joplin Plan limited to three grades.

Standardized tests, teacher-made tests, parents' comments, pupils' comments, and teachers' opinions are used in the evaluation.

Clair L. Boys, Principal
Robert E. Lee Elementary, Eastmont School District No. 206
East Wenatchee, Douglas County

District Size: Group III—1,000-1,999 enrollment

Controlled Reader

Program Statistics:
Subject(s): Reading
Grade(s): 1-6
Year began: 1960
Number of students: 450
Number of teachers: 15
Approx. mental ability: All levels
Time: 45 minutes per week
Number of weeks: 18 to 30

Special equipment or materials: Filmstrips and controlled reader
Results so far: Satisfactory
Written description: Yes
Observation of program: When convenient

Description and purpose:

Students are grouped according to ability in grades 4 and 5. Other grades are grouped within each room. After a story has been introduced, the new words are studied and the filmstrip is shown the first time and discussed. The machine is adjusted for the group at the speed at which the students can read. The film is shown a second time, and then tested. The tests are corrected and tabulated by each student on an individual chart. The instruments test comprehension and speed. Speed is increased as the student progresses, but comprehension must remain high.

Adjustments are made by moving students from group to group according to progress. The main purpose is to develop orderly perception, concentration, reading speed, and comprehension. Evaluation is by individual student records and testing. The WORD Conference demonstration stimulated consideration of this plan.

R. J. Bailey, Principal
Poulsbo Elem. School, North Kitsap S. D. No. 400
Poulsbo, Kitsap County

District Size: Group III—1,000-1,999 enrollment

Primary Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 1-4
Year began: 1958
Number of students: 500
Number of teachers: 20

Special equipment or materials: None, except more books
Results so far: All students in primary seem to be reading more—parents express appreciation
Written description: No
Observation of program: Any time, but best about the end of first quarter

Description and purpose:

Students are encouraged to take books home and read to their parents as soon as they are capable of reading a simple book (their first one). The main purpose is to increase reading ability—encourage parent participation. There is no set evaluation.

Wm. V. Hinchliffe, Principal
Hiawatha Elementary, Othello School District No. 147-163-55
Othello, Adams County

District Size: Group III—1,000-1,999 enrollment

Individualized Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-6
Year began: 1961
Number of students: 483
Number of teachers: 15
Approx. mental ability: Average & above average
Time: 300 minutes per week
Number of weeks: 10 weeks or 2 times weekly

Special equipment or materials: Science research laboratory
Results so far: Seem to be good. More interest in reading.
Written description: No
Observation of program: Any time

Description and purpose:

Children have booklets to read that provide high interest and contain a vocabulary they can understand. Self-evaluation and interest create improved learning. Rate and comprehension are both stressed.

The purpose is to provide a broad scope of reading for all students and an opportunity to receive more individual help. Results are recorded on reading-growth charts.

Richard Angus, Principal
Prosser Heights and Whitstran Elementary Schools
Prosser School District No. 116
Prosser, Benton County

District Size: Group III—1,000-1,999 enrollment

Reading Levels Grouping in Second Grade

Program Statistics:
Subject(s): Reading (primarily) (all primary curriculum)
Grade(s): 2nd
Year began: 1961
Number of students: 500
Number of teachers: 6
Approx. mental ability: Not a factor
Time: Total minutes per week
Number of weeks: Total

Special equipment or materials: None
Results so far: Subjective evaluation is very favorable
Written description: No
Observation of program: Any time

Description and purpose:

Children of second grade (6 rooms) are grouped according to reading achievement score and basic reading test score. One room is a transition room for those children who did not complete the first grade reading materials the previous year. The remaining five rooms are grouped so that there is an overlapping of general reading ability from one room to another. This overlap is such that the top scores of the lower range group are the equivalent of the lower scores in the higher range group.

The main purpose is to experiment with "continuity-levels" of grouping for reading—one of the theses of a nongraded program. The program is being continuously evaluated informally by the teachers. Achievement test comparisons are made at the end of each year. Consideration of this plan was stimulated by Bellevue's Continuous Growth Program and its grouping plan.

Robert E. Groman, Principal
Mt. View School, Quincy School District No. 144
Quincy, Grant County

District Size: Group III—1,000-1,999 enrollment

SRA Reading

Program Statistics:
Subject(s): Reading
Grade(s): 5 and 6
Year began: 1959
Number of students: 38—6th grade
50—5th grade
Number of teachers: 11
Approx. mental ability: Above average
Time: 30 minutes per week
Number of weeks: Not determined
Special equipment or materials: "Reading for Understanding" kit
Results so far: Better proof reading and dictionary techniques. Increased interest and progress in reading.
Written description: No
Observation of program: Fall

Description and purpose:

This program stresses "meanings" found in various content areas. Two of its functions are to teach the student to think critically and to teach the student to draw valid inferences from his reading.

The program is being evaluated by class discussion with the students, and by teacher-made and standardized tests.

A demonstration at the SRA Institute stimulated the consideration of this plan.

Tressie King, Librarian, Reading Consultant
Pioneer School, Quincy School District No. 144
Quincy, Grant County

District Size: Group III—1,000-1,999 enrollment

Dictionary Type Reading for Primary Grades

Program Statistics:
Subject(s): Areas
Grade(s): 1, 2 and 3
Year began: 1961
Number of students: 210
Number of teachers: 6
Time: 200 minutes per week
Number of weeks: 36

Special equipment or materials: Cut outs from old magazines, etc.
Results so far: Satisfactory
Written description: No
Observation of program: Any time

Description and purpose:

This program represents a new aid to help youngsters associate words with what they represent. It is being evaluated through observation and tests. The purpose of the program is to develop the skill of word recognition, thereby improving reading.

Mr. Wayne Weber, Principal
Showalter Elementary School, South Central District No. 406
Seattle 88, King County

District Size: Group III—1,000-1,999 enrollment

Ungraded Intermediate Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-6
Year began: 1959
Number of students: 740
Number of teachers: 13
Approx. mental ability: All
Time: 225 minutes per week
Number of weeks: 34

Special equipment or materials: Varied tests, supplementary materials, filmstrips, controlled reader.
Results so far: Measurable improvement in reading skill throughout all grades affected.
Written description: Yes
Observation of program: Call for appointment

Description and purpose:

Students are grouped into six levels of reading performance as determined by tests and teacher judgment. Reading skills are taught in sequence and at the proper performance levels. The main purposes are to improve reading instruction and to provide for individual differences. Teacher-opinion and standardized tests are used in the evaluation.

Robert Childs, Principal, Vashon Elem., and H. A. DeHope,
Principal, Burton Elementary
Vashon Island School District No. 402
Vashon & Burton, King County

District Size: Group III—1,000-1,999 enrollment

Controlled Reading

Program Statistics:
Subject(s): Reading
Grade(s): 3, 4, 5, and 6
Year began: 1958
Number of students: 226
Time: 40 minutes per week
Number of weeks: 10

Special equipment or materials: Controlled reader, graded reading film and follow-up tests
Results so far: Satisfactory
Written description: No
Observation of program: Each teacher picks her own time during the term to run her 10 week series

Description and purpose:

A schedule has been arranged which allows the machine to be rotated from room to room in grades 3, 4, 5, and 6. Students are grouped as nearly as possible according to their reading abilities. The main purpose of the program is to improve reading speed and comprehension. This plan is used by other schools in Whatcom County. Evaluation is based on the tests provided.

Bernard E. Beatty, Principal
Blaine Elementary School, Blaine School District No. 503
Blaine, Whatcom County

District Size: Group IV—250-999 enrollment

SRA Reading

Program Statistics:
Subject(s): Reading
Grade(s): 4-5
Year began: 1961
Number of students: 175
Number of teachers: 6
Time: 75 minutes per week
Number of weeks: All year

Special equipment or materials: S.R.A. Reading Kits
Results so far: Parents and teachers are very enthusiastic
Written description: No
Observation of program: Any time

Description and purpose:

SRA kits are supplementally used in the reading program. The district hopes to extend this program to other grades next year. Evaluation is planned at the end of the year.

Stanley Ryder, Superintendent
College Place School District No. 250
College Place, Walla Walla County

District Size: Group IV—250-999 enrollment

Reading Instruction

Program Statistics:
Subject(s): Reading
Grade(s): 4-6
Year began: 1960
Number of students: 148
Number of teachers: 7
Approx. mental ability: Average
Time: 200 minutes per week for each grade
Number of weeks: School year

Special equipment or materials: Basal Readers, Supplementary Readers — SRA Reading Kits, Readers Digest
Results so far: Students, teachers and parents accept the plan
Written description: Yes
Observation of program: After first six weeks of school

Description and purpose:

Each room and grade is divided into three groups: high, medium, and low. The instruction of each group is directed at the level of that particular group. The purpose is to improve reading speed, comprehension, vocabulary, and word recognition. Pre- and post-test scores are used in the evaluation.

Ralph C. Brown, Principal
Davenport Grade School, Davenport School District No. 207
Davenport, Lincoln County

District Size: Group IV—250-999 enrollment

Reading Opportunity Room

Program Statistics:
Subject(s): All—Special work on reading
Grade(s): 1-6
Year began: 1960
Number of students: 37
Number of teachers: 2
Approx. mental ability: Below average
Time: 5 days per week
Number of weeks: All year

Special equipment or materials: S.R.A. — (reading, spelling) library and new textbooks
Results so far: Very good
Written description: No

Description and purpose:

A class designed to give special help to pupils who are having difficulty reading at grade level has been operating in District No. 404 since September, 1960. Any elementary pupil may be referred to this class.

When the special teacher decides a child has progressed to a point comparable to that of other children in his grade, the child is returned to his regular classroom. This class has served to individualize instruction and to reduce class loads.

John J. Pill, Superintendent
Hood Canal School District No. 404
Star Route, Shelton, Mason County

District Size: Group IV—250-999 enrollment

Revamped Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 1 through 6
Year began: 1960
Number of students: 450
Number of teachers: 14
Approx. mental ability: Varied
Time: Varies
Number of weeks: 36
Special equipment or materials: None
Results so far: Encouraging
Written description: No
Observation of program: Winter months

Description and purpose:

The main purpose of the program is to produce a broader background and better reading ability. Evaluation is based on test results and teacher-opinion.

Thomas K. Winsor, Elementary Principal
Forks Elementary School, Quillayute Valley School Dist. No. 402
Forks, Clallam County

District Size: Group IV—250-999 enrollment

"Split-Level" Reading

Program Statistics:
Subject(s): Reading, phonics (2nd grade spelling also)
Grade(s): 1 and 2
Year began: 1961
Number of students: 49
Number of teachers: 2
Approx. mental ability: All students
Time: 375 minutes per week
Number of weeks: Total school year
Special equipment or materials: None
Results so far: Teachers feel the program is superior to previous programs; on the whole parents seem satisfied; and students are willingly and enthusiastically participating.
Written description: Yes
Observation of program: After November 1

Description and purpose:

The classes are surveyed to divide students into ability groupings: high, high-middle, and middle-low. On the basis of this separation, the district divides the individual grade levels into two groups as equal in number and ability as is possible. One group is present in the morning and the other in the afternoon. All students are present from 10:00 a.m. to 2:00 p.m.

The program was not started until the first week in October, thereby allowing time for orientation of parents and students. The program is flexible; for example, very low achievers in the second grade may read on an appropriate first grade level with a group composed predominantly of first graders. This arrangement precludes the possibility of a teacher finding herself with only one or two students in a particular reading level. Conceivably a teacher could have six groups a day if necessary; however, five has been the maximum thus far.

The program is evaluated subjectively by the teachers involved. Parental discussion has also been utilized in the evaluative process.

Mrs. Joyce Strom, first grade teacher
Miss P. J. Curtiss, second grade teacher
Riverview Elementary School, Raymond School District No. 116
Raymond, Pacific County
District Size: Group IV—250-999 enrollment

S.R.A. Reading Laboratory

Program Statistics:
Subject(s): Reading, phonics, listening
Grade(s): 3 and 4
Year began: 1961
Number of students: 75 (all students)
Number of teachers: 3
Time: 175 minutes per week
Special equipment or materials: S.R.A. Reading Kits
Results so far: Students and teachers are enthusiastic
Written description: Yes (in kit)
Observation of program: During second semester

Description and purpose:

This program is multilevel, individualized basic reading instruction. The main purpose of the program is to meet individual differences. Evaluation is through individual progress charts.

Blair Taylor, Superintendent
Steilacoom School District No. 1
Steilacoom, Pierce County
District Size: Group IV—250-999 enrollment

Divided Reading

Program Statistics:
Subject(s): Reading
Grade(s): 4, 5 and 6
Year began: 1959
Number of students: 192
Number of teachers: 7
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36
Special equipment or materials: None
Written description: No

Description and purpose:

The three grades are superseded by three reading-level sections. The idea originated with the Joplin Plan. Evaluation of children's progress is based on test results.

Fred E. Pauley, Principal
Central Elementary School, Tonasket School District No. 404
Tonasket, Okanogan County
District Size: Group IV—250-999 enrollment

Improved Phonetic Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 1-3
Year began: 1959
Number of students: 180
Number of teachers: 6
Approx. mental ability: 105
Time: 150 minutes per week
Number of weeks: 20

Special equipment or materials: Economy Reading Series
Results so far: Most teachers approve, but one or two say it takes too much time for its value.
Written description: No
Observation of program: Mornings of first semester

Description and purpose:

This is an extensive phonics program designed to improve reading. It is supplemented by basic-reader materials at each level.

The primary evaluation instrument is **Iowa Basic Skills Test,** but teacher-opinion is weighted as heavily. The plan was formulated after having learned of its success in other schools.

John Eglin, Elementary Testing and Guidance
Union Gap School District No. 2
Union Gap, Yakima County

District Size: Group IV—250-999 enrollment

Programed Instruction in Reading

Program Statistics:
Subject(s): Reading
Grade(s): 5-6
Year began: 1961
Number of students: 90
Approx. mental ability: 105
Time: 125 minutes per week
Number of weeks: 9

Special equipment or materials: EDL projector and film strips
Results so far: Encouraging
Written description: No
Observation of program: November

Description and purpose:

Classes are divided into reading groups. Each group reads from the screen at its own level. The main purpose of the program is to determine whether programed reading instruction should be included in all reading instruction. Evaluation is based on pre- and post-tests and teacher judgment.

Walter McFarland, Principal
Woodland Elementary School, Woodland School District No. 404
Woodland, Cowlitz County

District Size: Group IV—250-999 enrollment

Phonetic Keys to Reading

Program Statistics:
Subject(s): Reading
Grade(s): 1-3
Year began: 1961
Number of students: 265
Number of teachers: 9
Approx. mental ability: All ability
Time: 750 minutes per week
Number of weeks: 18

Special equipment or materials: Experience charts, special sets of pictures, work books
Results so far: The teachers are happy with the program. Parents report the children are reading to their older brothers and sisters.
Written description: No
Observation of program: First six weeks of second semester

Description and purpose:

The reading program includes the development of auditory-visual perception, the application of phonetic analysis and other means of word identification, and the use of "reading for meaning." The reading for meaning and the phonetic analysis are developed simultaneously.

The chief purposes of the material are to develop independence in reading through increased knowledge and functional application of all word-perception skills and to improve comprehension and interpretive skills.

W. H. Thun, Principal
McKenna School, Yelm School District No. 2
McKenna, Thurston County

District Size: Group IV—250-999 enrollment

SRA Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-5
Year began: 1961
Number of students: 24
Number of teachers: 1
Approx. mental ability: Average
Time: 150 minutes per week
Number of weeks: 12

Special equipment or materials: SRA Reading Lab II-a
Results so far: Interest and skills seem to be increased
Written description: No

Description and purpose:

The SRA Lab is a type of "teaching machine" in which reading materials are arranged (by color) on graded levels to fit the varying abilities within one classroom. It consists of skill building exercises in three areas: comprehension, speed, and listening ability. Each reading exercise includes a story, questions to be answered by the student, and keys for immediate self-correction so that the child can find his mistakes while they are fresh in his mind. As ability increases and strengthens, the child moves on to a higher level and more difficult exercises.

This program is used in connection with Gray's **On Their Own in Reading** and is administered during the first part of the school year, followed by the regular basic reading program and accompanied by an increased library reading schedule.

The main purpose is to stimulate interest and develop skills in reading. Evaluation is through tests and teacher observation.

Vivian D. Abell, Classroom Teacher
Inchelium School District No. 70
Inchelium, Ferry County

District Size: Group V—100-249 enrollment

SRA Reading Laboratory

Program Statistics:
Subject(s): Reading
Grade(s): 5 and 6
Year began: 1961-62
Number of students: 23
Number of teachers: 1
Approx. mental ability: Gr. 3-11
Time: 225 minutes per week
Number of weeks: 15

Special equipment or materials: SRA Reading Laboratory Kit
Results so far: Very good. The students show improvement in reading comprehension, phonics, pronunciation, meanings, etc.
Written description: Yes
Observation of program: Second semester

Description and purpose:

This reading program is divided into ten ability levels with twelve lessons in each. It includes a test which is given to determine where each child should be according to his present reading ability. It is designed to give each pupil the opportunity to learn at his own level with little or no competition with others except those of his own group. The main purpose is to allow each child to read at his own ability level and his own speed, the emphasis being on individual advancement. Evaluation of reading improvement is based on teacher observation and teacher-made tests.

A local workshop on programed learning stimulated the consideration of this plan.

N. L. Leifer, Principal
Kahlotus Grade School, Kahlotus School District No. 56
Kahlotus, Franklin County

District Size: Group V—100-249 enrollment

Primary Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 1-3
Year began: 1962
Number of students: 66
Approx. mental ability: All pupils
Number of weeks: All year

Special equipment or materials: Houghton-Mifflin and all materials related to that program.
Results so far: Teachers are enthusiastic and very pleased with results. Evaluation will not be ready until late April or early May.
Written description: Yes
Observation of program: During second semester

Description and purpose:

This program is developmental in nature and is continuous through the first three grades. It is being evaluated by teachers and the curriculum consultant through the use of standardized tests. The main purpose is to improve instruction and learning in reading.

Mr. Robert B. Walker, Principal
Yacolt Elementary School, Yacolt School District No. 104
Yacolt, Clark County

District Size: Group V—100-249 enrollment

"Reading for Meaning," McKee, et al.

Program Statistics:
Subject(s): Reading
Grade(s): 1 and 2
Year began: 1961
Number of students: 23
Number of teachers: 2
Time: 300 minutes per week
Number of weeks: Entire year

Special equipment or materials: Letter cards. Letter sounds. Readiness books. Workbooks. Ditto copy.
Results so far: Pupils like the work; parents are very favorable.
Written description: Yes
Observation of program: During second semester

Description and purpose:

This program involves learning through listening. Pupils work alone with phonics. "Meaning" is stressed throughout. Each pupil is responsible for his own work. The program is evaluated through teacher-made tests and tests furnished by the publisher. The main purpose of the program is to teach proper reading habits for various types of reading, i.e., enjoyment, information.

R. D. Snyder, Principal
Cape Horn-Skye School, District No. 15
Washougal, Skamania County

District Size: Group VI—99 or fewer enrollment

S.R.A. Intermediate Reading Kit

Program Statistics:
Subject(s): Reading
Grade(s): 4-6
Year began: 1961
Number of students: 11
Number of teachers: 1
Approx. mental ability: Average

Time: 30 minutes per week
Number of weeks: 32
Special equipment or materials: Science Research Intermediate Reading Kit
Results so far: Good
Written description: Yes

Description and purpose:

The program aims at meeting children's reading needs in a variety of content. Its main purpose is to direct children toward reading with understanding. Tests are used in the evaluation.

Lulu Forgaard, Head Teacher
Summit School District No. 202
Addy, Stevens County

District Size: Group VI—99 or fewer enrollment

FLES—Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 3, 4, 5, 6
Year began: 1958
Number of students: 1,400
Number of teachers: 3 specialists, 43 classroom teachers
Approx. mental ability: Total range
Time: 100 minutes per week
Number of weeks: 34
Special equipment or materials: Tape recorder for drill and review
Results so far: Satisfactory
Written description: Yes
Observation of program: At your convenience

Description and purpose:

The main purpose of the program is to establish a continuous, sequential foreign language program from grade 3 through grade 12. Each elementary classroom is visited twice a week for a twenty-minute period by a specialist. The classroom teacher carries on the program the other three days. Beginning in 1962 the program will be augmented by closed-circuit television.

At the third-grade level, the classroom teacher is provided with detailed lessons, drill suggestions (games, songs, etc.), and taped materials to be used to follow up initial presentations by the language specialists.

At the fourth, fifth, and sixth grade levels, teachers will be provided with A-LM (Harcourt, Brace and World, Inc.) handbooks and lessons.

Thomas P. Hunter, Head, Elem. Foreign Languages
Educational Service Center, Bellevue School District No. 405
Bellevue, King County

District Size: Group II—2,000-19,999 enrollment

Spanish in Elementary Schools

Program Statistics:
Subject(s): Aural-oral method in Spanish
Grade(s): 3-6
Year began: 1960
Number of students: 806
Number of teachers: 26
Approx. mental ability: 70-140
Time: 30 to 45 minutes per week
Number of weeks: 36
Special equipment or materials: (Kits) records and players, flash cards, filmstrips, readers (Harr-Wagner)
Results so far: Varied, depending upon the enthusiasm and ability of the teacher.
Written description: Yes (From publisher)
Observation of program: November, 1962

Description and purpose:

The teachers who have no background in the area of languages, are using the kits of materials and are emphasizing pronunciation, vocabulary, understanding, and speaking. The main purpose of the program is to teach children to communicate in a foreign language at an age when they are most adaptable.

The program, at the present, is being evaluated by the individual teacher. Some uniform testing will begin next year.

James Baldwin, Elementary Spanish Coordinator
Tracyton Elementary School, Central Kitsap S. D. No. 401
Silverdale, Kitsap County

District Size: Group II—2,000-19,999 enrollment

Foreign Language—Elementary Grades

Program Statistics:
Subject(s): Spanish
Grade(s): 3, 4, 5, 6
Year began: 1961
Number of students: 300
Number of teachers: 1
Approx. mental ability: Average
Time: 50 minutes per week
Number of weeks: 36
Special equipment or materials: Recorders and tape machines. Tapes.
Results so far: Encouraging
Written description: No

Description and purpose:

The instructor makes the tapes. Teachers use tapes 10 minutes per day. The instructor checks each room once a week and does special work. The main purpose is to teach conversational Spanish in the elementary grades. Tests plus the opinions of the teacher and principal are used in the evaluation.

C. M. McCauley, Assistant Superintendent
Kennewick School District No. 17
Kennewick, Benton County

District Size: Group II—2,000-19,999 enrollment

Elementary Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 4 and 5
Year began: 1960
Number of students: 360
Number of teachers: 1
Approx. mental ability: Total range
Time: 60 minutes per week
Number of weeks: 34
Special equipment or materials: Tape recorder - tapes - mounted pictures; other appropriate visual aids
Results so far: Community reaction good. Student response good. Faculty response encouraging.
Written description: No
Observation of program: Any time

Description and purpose:

This conversational, oral-aural approach to the teaching of Spanish is based on the assumption that the ear should be trained first. The main purpose of the program is to acquaint many more students with a foreign language and to give those who desire it a better chance to succeed in subsequent language study. Evaluation is made informally.

Max Snyder, Superintendent
Pullman School District No. 267
Pullman, Whitman County

District Size: Group II—2,000-19,999 enrollment

Elementary Spanish Program

Program Statistics:
Subject(s): Spanish
Grade(s): 3-6
Year began: 1961
Number of students: 700
Number of teachers: 23
Approx. mental ability: All students
Time: 60 minutes per week
Number of weeks: 36

Special equipment or materials: Records and T.V.
Results so far: Good. Generally students and teachers are both enthusiastic.
Written description: No
Observation of program: Any time during the year

Description and purpose:

The program is presented from 10 to 15 minutes each day. It uses records and television extensively. The main purpose is to give the pupils as much speaking experience in their early years as possible. No objective evaluation procedures have been established.

Clarence McClure, Superintendent
Grandview Public Schools, Grandview S. D. No. Jt. 116-200
Grandview, Yakima County

District Size: Group III—1,000-1,999 enrollment

Elementary Foreign Language

Program Statistics:
Subject(s): Spanish
Grade(s): 6th
Year began: 1959
Number of students: 36
Number of teachers: 1
Approx. mental ability: Average
Time: 130 minutes per week
Number of weeks: 1

Special equipment or materials: Books and tape recorder
Written description: No

Description and purpose:

The main purpose of the program is to acquaint 6th grade students with beginning foreign language. Evaluation is based on the progress of the students each year, as determined by the teacher.

Wm. Van Brocklin, Jr. Hi Principal
Lincoln Jr. Hi, District No. 401
Stanwood, Snohomish County

District Size: Group III—1,000-1,999 enrollment

Elementary French

Program Statistics:
Subject(s): French
Grade(s): 3-6
Year began: 1960
Number of students: 100
Number of teachers: 1
Approx. mental ability: All ranges
Time: 60 minutes per week
Number of weeks: Throughout school year

Special equipment or materials: None
Results so far: Believed to be excellent. No test results.
Written description: Yes
Observation of program: Any time

Description and purpose:

This program is an introduction to conversational French. Some written work is included. The program was designed to give the elementary student a foundation in French. Parents, teachers, and students are very much in favor.

Mrs. Jean Blakemore, French Instructor
Adna Elementary School, Adna School District No. 226
Adna, Lewis County

District Size: Group IV—250-999 enrollment

Foreign Language

Program Statistics:
Subject(s): French
Grade(s): Primary
Year began: 1961
Number of students: 21
Number of teachers: 1
Approx. mental ability: Above-average
Time: 50 minutes per week
Number of weeks: School year

Special equipment or materials: None
Results so far: Promising
Written description: No
Observation of program: Not fully developed

Description and purpose:

This course is for above-average students. It is taught without special equipment. The main purpose is to start a language program if feasible. It is being evaluated by teachers.

Evelyn Boys, Teacher
Cathlamet Grade School, Cathlamet School District No. 150
Cathlamet, Wahkiakum County

District Size: Group IV—250-999 enrollment

Foreign Language for Gifted

Program Statistics:
Subject(s): French
Grade(s): 4-6
Year began: 1961
Number of students: 10-12
Number of teachers: 1
Approx. mental ability: Gifted
Time: 90 minutes per week
Number of weeks: 36

Special equipment or materials: Records, tapes, etc.
Results so far: Excellent
Written description: No
Observation of program: Can arrange any time

Description and purpose:

This program allows gifted students the opportunity to participate in a highly academic grammar program which also includes the oral-aural approach. Two classes are offered, one for beginners and one for advanced. Teacher observation is used in the selection of students. The program is evaluated through teacher-observation and testing. The main purpose of the program is to challenge the bright youngster.

Ray Lawrence, Principal
Chewelah Elementary School, Chewelah School Dist. No. 36
Chewelah, Stevens County

District Size: Group IV—250-999 enrollment

German

Program Statistics:
Subject(s): German
Grade(s): 7 and 8
Year began: 1961
Number of students: 30
Number of teachers: 1
Time: 144 minutes per week
Number of weeks: All year

Special equipment or materials: Workbooks, tapes, and phonorecords
Results so far: Much progress is being made in the learning of German.
Written description: No
Observation of program: Any time

Description and purpose:

Students are receiving training in speaking and reading German through the use of books and records. A great deal of time is spent with conversational German. Students doing creditable work in the regular subjects may take this course.

The program is exploratory in nature. Evaluation is through periodic tests or quizzes given by the teacher.

A. R. Hegre, Elem. Supervisor
Deer Park Elementary Schools, Deer Park School District No. 414
Deer Park, Spokane County

District Size: Group IV—250-999 enrollment

Elementary Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 3, 4, and 5
Year began: 1961
Number of teachers: 4
Approx. mental ability: Heterogeneous
Time: 45 minutes per week
Number of weeks: All school year

Special equipment or materials: Tapes, workbooks, textbooks, and Channel 9 (TV)
Results so far: Satisfactory
Written description: No
Observation of program: After school starts

Description and purpose:

In the program, Spanish vocabulary is taught to grade school pupils. Evaluation is by the classroom teachers. This plan was considered because of the success of the Seattle schools in offering a second language beginning in the 3rd grade.

Cherie Schroeder and Marie Ashe, Teachers
Granite Falls Elementary School, Granite Falls School Dist. No. 332
Granite Falls, Snohomish County

District Size: Group IV—250-999 enrollment

Foreign Language—Spanish—Conversational—Elementary level

Program Statistics:
Subject(s): Conversational Spanish
Grade level(s): 3rd
Year began: 1961
Number of students: 62
Number of teachers: 1
Approx. mental ability: Average
Time: 75 minutes per week
Number of weeks: 18

Special equipment or materials: Teacher-made materials
Results so far: All concerned are very pleased with it.
Written description: No

Description and purpose:

This program is a conversational foreign language class. One regular classroom teacher works with two sections of the 3rd grade. Mexican children in the classes help with the program. The main purpose of the program is to determine whether an early start in languages will aid the student at the high school level. Evaluation will come later.

Mrs. Margaret Griffen, 3rd Grade Teacher
Meridian Elementary, Meridian School District No. 505
Bellingham, Whatcom County

District Size: Group IV—250-999 enrollment

Foreign Language Instruction

Program Statistics:
Subject(s): Spanish and German
Grade(s): 5th and 6th
Year began: 1961
Number of students: 54
Number of teachers: 1
Approx. mental ability: 100 IQ
Time: 15 to 30 minutes per week
Number of weeks: 36
Special equipment or materials: Television
Results so far: Students happily using foreign language phrases
Written description: No

Description and purpose:

A Spanish-speaking teacher initiated the program. To equalize instruction and educational opportunity, the district organized a project to raise money for the purchase of a television set to tune in on "Guten Morgen" from the Spokane schools.

The original source of information which stimulated consideration of this plan was an NEA publication. The main purpose is to give the students a speaking knowledge of another language. Evaluation is by observation.

C. P. Holm, Principal
Odessa Grade School, School District No. 105
Odessa, Lincoln County

District Size: Group IV—250-999 enrollment

Elementary Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 7-8
Year began: 1959
Number of students: 25
Number of teachers: 1
Approx. mental ability: Average
Time: 60 minutes per week
Number of weeks: 36
Special equipment or materials: Hass-Wagner Series — also Houghton-Mifflin special teaching guide
Results so far: Gratifying interest in study of foreign language
Written description: No
Observation of program: Any time

Description and purpose:

This plan does not call for a formal language class. Vocabulary and grammar come incidentally. Simple conversational phrases and sentences are used in class. Observance of Pan-American Day with Spanish songs and dialogue skits, Christmas customs, etc., all add to student interest.

The main purpose of the program is to introduce grade students to the study of foreign language, to develop interest in foreign language, and to impart some knowledge of Spanish. Evaluation is by short quizzes, class recitations, etc.; stress is not put on excellence of grades as this is considered an extra subject.

Kenneth McDonald, Superintendent
Willapa Valley-Menlo Elem., Willapa Valley School District No. 160
Menlo, Pacific County

District Size: Group IV—250-999 enrollment

Elementary Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 3-6
Year began: 1958
Number of students: 165
Number of teachers: 1
Time: 60 minutes per week
Number of weeks: 38

Description and purpose:

All children participate in grades 3 and 4. Those who are successful in Spanish and reading continue the study in grades 5 and 6. The main purpose of the program is to develop conversational fluency in Spanish.

Wayne Harrold, Elementary Principal
Zillah Elementary, Zillah School District No. 205
Zillah, Yakima County

District Size: Group IV—250-999 enrollment

Spanish, Grades 3 and 4

Program Statistics:
Subject(s): Conversational Spanish
Grade(s): 3 and 4
Year began: 1961
Number of students: 18
Number of teachers: 1
Approx. mental ability: 110 IQ
Time: 75 minutes per week
Number of weeks: 36
Special equipment or materials: "Learn a Language" course, *See It and Say It* Text
Results so far: Promising
Written description: No
Observation of program: By appointment

Description and purpose:

Conversational Spanish is taught by the "Learn a Language" course. The main purpose of this program is to teach conversational Spanish to children who have displayed enough interest or ability to achieve. Tests are used in the evaluation.

Mrs. Jessie Conklin, Teacher, Grades 3 and 4
Bingen Elementary School, Bingen School District No. 66
Bingen, Klickitat County

District Size: Group VI—99 or fewer enrollment

Elementary Spanish—Grades 3-4

Program Statistics:
Subject(s): Spoken Spanish; Spanish songs
Grade(s): 3-4
Year began: 1960
Number of students: 17
Number of teachers: 1
Approx. mental ability: 110 IQ
Time: 60 minutes per week
Number of weeks: 36
Special equipment or materials: Wall charts, recordings, songs, dittoed materials
Results so far: Some pupils and parents apparently like it, especially 4th graders. Appreciable number enjoy it.
Written description: No

Description and purpose:

The program is offered in two 30-minute periods per week. The teachers attempt to give some knowledge of simple spoken Spanish to members of the third and fourth grades. Evaluation is based on weekly conversation reviews; no actual tests are given.

E. G. Alley, Principal
Edwall Elementary School, District No. 5
Edwall, Lincoln County

District Size: Group VI—99 or fewer enrollment

Foreign Language—Spanish

Program Statistics:
Subject(s): Spanish conversation, dance, songs
Grade(s): 3-4
Year began: 1960-61
Number of students: 20 (total room attendance)
Number of teachers: 1
Time: 120 minutes per week
Number of weeks: 36
Special equipment or materials: Text, record player and records, tape recorder
Results so far: Satisfying
Written description: No

Description and purpose:

The program provides for the introduction of Spanish vocabulary for everyday conversation. The children sing with Spanish records dance Spanish numbers, tape recordings of class work, and participate in simple Spanish conversation.

The main purpose of the program is to introduce beginning Spanish conversation.

South Cle Elum School District No. 22
South Cle Elum, Kittitas County

District Size: Group VI—99 or fewer enrollment

Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 4-6
Year began: 1961
Number of students: 3
Number of teachers: 1
Approx. mental ability: Average
Time: 30 minutes per week
Number of weeks: 18
Special equipment or materials: Television; tape recorder
Results so far: Favorable. Pupils accept it. Parents are undecided.
Written description: No
Observation of program: Program is televised 1:00-1:15 p. m.

Description and purpose:

This program is in a one-room rural school. Instruction for Beginning Spanish is brought to the classroom by television.

Purpose of the program is to give pupils instruction in a foreign language. The plan is being evaluated by the teacher.

Mrs. Margaret Lewis, Teacher
Star School District No. 54
Pasco, Franklin County

District Size: Group VI—99 or fewer enrollment

Structural Models in Arithmetic Learning

Program Statistics:
Subject(s): Arithmetic
Grade(s): K through 6th
Year began: 1958
Number of students: 600 plus
Number of teachers: 20
Approx. mental ability: All levels
Time: 30-45 minutes per day
Number of weeks: Throughout the year
Special equipment or materials: Cuisenaire Rods
Results so far: Metropolitan Achievement Battery, Primary indicates 6 mo. to 1 yr. advance in 1st graders after 1 year—1960
Written description: Yes
Observation of program: November

Description and purpose:

Main purpose of the program is to provide a conceptual foundation for numeral symbolization.

Interest on the part of elementary teachers has been the basis for adoption of the manipulative structural model, which is used as a learning aid rather than a teaching aid. It brings with it no special arithmetical dogma or program.

The model is given to each pupil for his reference and use. Pupils are encouraged to describe the actions of the models. These statements are transcribed into written notations of mathematical operational symbols: +, −, ÷, ×, >, <, =, ∓, etc.

L. C. Abbenhouse, Ed. D., Principal
Surrey Downs Elementary, Bellevue School District No. 405
Bellevue, King County

District Size: Group II—2,000-[illegible]99 enrollment

"Seeing Through Arithmetic" by Scott Foresman and Co., publishers

Program Statistics:
Subject(s): Arithmetic
Grade(s): 3-6
Year began: 1959
Number of students: 1,020
Number of teachers: 40
Approx. mental ability: All abilities
Time: 225 minutes per week
Number of weeks: All school year

Special equipment or materials: Text books
Results so far: Very good! A better understanding of arithmetic is evident.
Written description: Yes
Observation of program: Any time during the school year

Description and purpose:

The district is following the text book and teacher's manual closely. The program is based on the "new approach" to arithmetic, planned to develop a better understanding of arithmetic. It is evaluated by teachers, administrators, parents, and children.

Fred Geiger, Principal
Edison Elementary, Centralia School District No. 401
Centralia, Lewis County

District Size: Group II—2,000-19,999 enrollment

Cuisenaire Number in Color

Program Statistics:
Subject(s): Arithmetic
Grade(s): 1st
Year began: 1961
Number of students: 90
Number of teachers: 3
Approx. mental ability: Homogeneous groups
Time: 90 minutes per week
Number of weeks: Year

Special equipment or materials: Cuisenaire Blocks; Pullman Cuisenaire Guide
Results so far: Unable to evaluate in short time used
Written description: No
Observation of program: Any time

Description and purpose:

This program integrates the Cuisenaire approach of teaching numbers with an already established, basic, arithmetic program. The purpose is to develop better number understanding.

James P. Fugate, Principal
Washington School, Ellensburg School District No. 401
Ellensburg, Kittitas County

District Size: Group II—2,000-19,999 enrollment

Using Cuisenaire Rods in Teaching Elementary Arithmetic

Program Statistics:
Subject(s): Math and Arithmetic
Grade(s): K, 1, 2, 3, 4
Year began: 1961
Number of students: 240
Number of teachers: 10
Approx. mental ability: Normal range
Time: 30 minutes per week
Number of weeks: All school year
Special equipment or materials: Cuisenaire Rods and Manuals
Results so far: Excitement and enthusiasm on the parts of kindergarten, first, and third grade teachers.
Written description: No
Observation of program: Any time

Description and purpose:

Following widespread interest in the "new" math and upon hearing about the "rods", this district decided to investigate their use. Interest continued after preliminary investigation by teachers, and rods were purchased through NDEA for four sets to be used, for kindergarten through the sixth grade.

The rods are a model of the number system, and several school districts have indicated that the rods have increased children's interest in arithmetic, as well as helping them, at an earlier age, gain concepts and computational skills.

With the exception of a casual scanning of third grade achievement tests, no other evaluation has been made.

Clifford Johnson, Principal
Central Elementary, Lake Washington School District No. 414
Kirkland, King County

District Size: Group II—2,000-19,999 enrollment

Elementary Arithmetic

Program Statistics:
Subject(s): Mathematics
Grade(s): 1-6
Year began: 1959
Number of students: 1,100+ (Gr. 1-6)
Approx. mental ability: All abilities
Time: 150-225 minutes per week
Number of weeks: Full school year
Special equipment or materials: Centimeter rods for grades 1-3, University of Illinois arithmetic project materials for grades 4-6
Results so far: Greatly encouraging
Written description: No
Observation of program: Your convenience after September

Description and purpose:

The Cuisenaire method is used in grades 1-3. This will be the primary grades program in arithmetic. The Illinois materials, used by most other teachers, is for use *in addition* to a normal textbook program. Plans are established to go into S.M.S.G. in 1962-63, starting with all 4th grades and year-by-year expansion to 5th and 6th grades.

In 1959, a controlled situation was established. It was begun with one experimental and one control group at Franklin School. These two groups of second graders paired on the basis of I.Q. Each group of about 28 children had a median I.Q. of 107, based on the primary short forms of C.T.M.M.

Teacher-made arithmetic tests were administered to each group in September and in May. The tests in May were: 1) a test over the "control" or regular textbook material; 2) a test over the Cuisenaire material. Both groups took each test. The control group was completely frustrated by test 2. The experimental group, on the other hand, had only two children who fell below the median score achieved by the control group on its own test (test No. 1).

The district intended to continue with the controlled situation in 1960-61 but was unable to do so because of the loss of eight of the control group and 10 of the experimental group at the end of the 1959-60 school year.

In 1960-61 the Cuisenaire project was expanded to nine sections of grades 1, 2 and 3 in Pullman. Since then it has been expanded to a point that leaves only two third grade groups (Jefferson School) not using the Cuisenaire materials. Next year, 1962-63, all primary grades in Pullman will be using this program. It is now considered the primary arithmetic curriculum.

In the first semester of 1961-62, one-a-week in-service meetings were held for elementary teachers on the *Univ. of Illinois Arithmetic Project* materials. This was a voluntary-participation program, but most teachers, grades 4-6, are using the material in addition to the textbook. Involvement ranges from simply introducing "number line rules" ($\square \rightarrow 3 \times \square + 2$) in some classrooms, to the situation in two 6th grade rooms where the children are working with inverses, graphing linear equations, and using all four operations with signed numbers.

The district intended to enter the S.M.S.G. program in 1962-63 with all 4th grade sections in Pullman. Some units of the 4th grade material may be used in 3rd grades in conjunction with the Cuisenaire program. Except for selected items, the Illinois material will be dropped from use in groups employing S.M.S.G.

There are no special techniques for evaluation. The results are startlingly obvious.

George D. Bell, Principal
Franklin Elementary School, Pullman School District No. 267
Pullman, Whitman County

District Size: Group II—2,000-19,999 enrollment

SMSG Grade Four Paying Point

Program Statistics:
Subject(s): Mathematics
Grade(s): 4 and 5
Year began: 1961
Number of students: 110
Number of teachers: 4
Approx. mental ability: Heterogeneous (grade level)
Time: 300 minutes per week
Number of weeks: 28

Special equipment or materials: School Mathematics Study Group Elementary Units for Grade 4
Results so far: Greater knowledge, understanding and enthusiasm for the subject matter on the part of the participants
Written description: Yes
Observation of program: October, February

Description and purpose:

This program combines a trial use of the new SMSG teaching material and the regular teacher in-service seminars held for the participating teachers of four fourth grades, two in each of two schools. The main purpose of the program is to update the teaching of arithmetic. A testing program is planned for use in the evaluation.

Arthur E. Lind, Assistant Superintendent
Richland School District No. 400
Richland, Benton County

District Size: Group II—2,000-19,999 enrollment

"Cuisenaire Rods—Elementary"

Program Statistics:
Subject(s): Arithmetic
Grade(s): 1 and 2
Year began: 1961
Number of students: 1,000
Number of teachers: 60

Special equipment or materials: Cuisenaire materials
Results so far: Unusual quickening of interest and knowledge of the pattern and structure of math on part of young children
Written description: No
Observation of program: Any time

Description and purpose:

The use of concrete materials such as the Cuisenaire Rods has had a definite effect on the arithmetic program for young children. The main purpose is to add meaning and depth of understanding to the arithmetic program. Evaluation is by continual observation and study.

Miss Helen Peterson, Exec. Director, Elementary Education
Yakima Public Schools, School District No. 7
Yakima, Yakima County

District Size: Group II—2,000-19,999 enrollment

Special Math Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 7 and 8
Year began: 1961
Number of students: 44
Number of teachers: 1
Time: 220 minutes per week

Special equipment or materials: None
Results so far: Students are more interested in math because of the challenge presented.
Written description: No
Observation of program: Second semester

Description and purpose:

In this initial year, the traditional math program for grades 7 and 8 is being accelerated; and then upon completion of that program, the S.M.S.G. math materials will be used. The 8th grade is now beginning the S.M.S.G. program. The main purpose of the program is to provide a more challenging math program for the better math students. Evaluation is through teacher-made tests so far but will eventually be based on standardized tests.

Donald Lansing, Math Teacher
Upper Elementary Center, Castle Rock District No. 401
Castle Rock, Cowlitz County

District Size: Group III—1,000-1,999 enrollment

Cuisenaire Arithmetic

Program Statistics:
Subject(s): Arithmetic
Grade(s): 1, 2 and 3
Year began: 1959
Number of students: 180
Number of teachers: 5
Approx. mental ability: All
Time: 150 minutes per week
Number of weeks: 36

Special equipment or materials: Cuisenaire Rods
Results so far: Most satisfactory. We add a grade a year.
Written description: Yes
Observation of program: Any time

Description and purpose:

This program represents a new aid to help teach youngsters number concepts. Written records and test scores are used in the evaluation. The main purpose of the program is to better develop concepts in arithmetic.

Mr. Wynne Rogers, Principal
Cascade View School, South Central District No. 406
Seattle 88, King County

District Size: Group III—1,000-1,999 enrollment

Modern Math Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 1 and 3
Year began: 1961
Number of students: 115
Number of teachers: 4
Approx. mental ability: Unselected
Time: 150-225 minutes per week
Number of weeks: 36

Special equipment or materials: Cuisenaire rods (1st grade), Scott-Foresman text (3rd grade)
Results so far: It appears promising; test data were to have been available in May.
Written description: No
Observation of program: Any time

Description and purpose:

This program employs a technique which uses concrete materials and the discovery process to develop math concepts. The main purpose of the program is to develop in children a real understanding of basic math principles and concepts. Evaluation is by experimental and control group comparisons.

Robert H. Woodroof, Assistant Superintendent
West Valley School District No. 208
Yakima, Yakima County

District Size: Group II—2,000-19,999 enrollment

Cuisenaire Method in Arithmetic

Program Statistics:
Subject(s): Arithmetic
Grade(s): 3rd
Year began: 1961
Number of students: 85
Number of teachers: 3
Approx. mental ability: All levels
Time: 45 minutes per week
Number of weeks: 36

Special equipment or materials: Cuisenaire blocks
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

The program will be extended to first and second grades next year. Its purpose is to promote an early interest in arithmetic. Evaluation is by teachers and administrators.

Howard C. Moses, Superintendent
Colfax School District No. 300
Colfax, Whitman County

District Size: Group IV—250-999 enrollment

Team Teaching

Program Statistics:
Subject(s): Arithmetic
Grade(s): 3rd
Year began: 1961
Number of students: 85
Number of teachers: 3
Approx. mental ability: All levels
Time: 45 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

The program will be extended to first and second grades next year. The main purpose of the program is to conserve time while providing a better quality of teaching. Evaluation is by teachers and administrators.

Howard C. Moses, Superintendent
Colfax School District No. 300
Colfax, Whitman County

District Size: Group IV—250-999 enrollment

Divided Arithmetic

Program Statistics:
Subject(s): Arithmetic
Grade(s): 4, 5 and 6
Year began: 1960
Number of students: 192
Number of teachers: 7
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: None
Written description: No

Description and purpose:

The main purpose of the program is to challenge the child's ability. The program is a modified version of the Joplin Plan, but in arithmetic instead of reading. Test results are used in the evaluation.

Fred E. Pauley, Principal
Central Elementary School, Tonasket School Dist. No. 404
Tonasket, Okanogan County

District Size: Group IV—250-999 enrollment

Modern Math Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 7 and 8
Year began: 1961
Number of students: 120
Number of teachers: 4
Approx. mental ability: All levels
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: Scott - Foresman Experimental Booklet, S.M.S.G.
Results so far: It seems that the better students are very interested, and the poor ones are no worse off.
Written description: No
Observation of program: November

Description and purpose:

The district is experimenting with a method of presenting new material at a level handled by most students. The main purpose of the program is to modernize and enrich the work in numbers. Evaluation is by teacher and principal.

W. R. McFarland, Principal
Woodland Elementary, Woodland School District No. 404
Woodland, Cowlitz County

District Size: Group IV—250-999 enrollment

Cuisenaire Arithmetic

Program Statistics:
Subject(s): Arithmetic
Grade(s): 3-4
Year began: 1961
Number of students: 13
Number of teachers: 1
Approx. mental ability: 82-126
Time: 150 minutes per week
Number of weeks: 36

Special equipment or materials: Cuisenaire rods, duplicated material
Results so far: Students enthusiastic, other teachers anxious to start; parents bewildered, but confident; district and county board all smiles.
Written description: No
Observation of program: Any time —let us know in advance

Description and purpose:

The entire room is involved in the experimental program. It is considered supplemental to the regular arithmetic program. The main purpose is to see whether the new material will improve the existing program. It is being evaluated through teacher observation. Achievement tests will be given at a later date.

Mrs. Helen Henley, Teacher
Hay Grade School, Consolidated District No. 205
Hay, Whitman County

District Size: Group VI—99 or fewer enrollment

Time to Sing (Major resource by television and required viewing for Grade 1)

Program Statistics:
Subject(s): Vocal Music
Grade(s): 1st
Year began: 1961
Number of students: 8,910
Number of teachers: 2 TV teachers
Approx. mental ability: Regular class
Time: 2—15 minute programs per week
Number of weeks: 34 (yearly basis)
Special equipment or materials: Variety of books, television, rhythm instruments, recordings, visual materials, autoharp
Results so far: Excellent acceptance; plan to extend to other grades; team teaching at its best; development of greater initiative on part of teachers involved; greater interest in variety of materials available.
Written description: Yes
Observation of program: Broadcast weekly over Channel 9, KCTS-TV

Description and purpose:

The program includes the direct teaching of (1) singing, (2) listening, (3) rhythmic activities, (4) creative activities to 1st grades throughout the city. The program is required viewing twice weekly; thus it is mandatory that a balanced program in music be presented.

The program is presented by a team of two teachers, one of whom is a man—thus 1st graders have contact with the male voice early in their musical experience. The team presents two new songs per week, as well as reviewing songs which have already been learned.

Study guide material is given to each teacher at the beginning of a semester with further suggestions and ideas for creative use of music and its integration with other subjects.

The television program serves in two ways: (1) as a resource for 1st grade teachers unskilled in teaching methods and (2) as inspiration to 1st grade pupils throughout the city. The program is a springboard for the room teacher to continue teaching the songs and material presented. Since it is impossible for consultants or helping teachers to visit every week, this program represents a valuable resource.

Jack Schaeffer, Director of Music
Wana McDole, Supervisor Television Education
Seattle Public Schools, District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

Introduction to Band

Program Statistics:
Subject(s): Music
Grade(s): 4th
Year began: 1961
Number of students: 52
Number of teachers: 1
Approx. mental ability: High to low
Time: 90 minutes per week
Number of weeks: 36

Special equipment or materials: Flutophones and appropriate music
Results so far: Favorable
Written description: No
Observation of program: Second semester

Description and purpose:

Three thirty-minute periods per week, the music instructor teaches music fundamentals. The purpose is to determine which students have music ability and are prospective band members. Initiation of the program in this district is attributable to its favorable use in other districts. Evaluation is based on teacher-opinion and music-aptitude tests.

Harold H. Buck, Elementary Principal
Kalama Elementary School, Kalama School District No. 402
Kalama, Cowlitz County

District Size: Group IV—250-999 enrollment

Reading and Writing Music

Program Statistics:
Subject(s): Music
Grade(s): 3-6
Year began: 1961
Number of students: 11
Number of teachers: 1
Approx. mental ability: Average
Time: 30 minutes per week

Special equipment or materials: Piano, xylophone, flutotones
Results so far: Good
Written description: No

Description and purpose:

The course endeavors to develop an awareness and enjoyment of harmonic progressions, and the identification of major chords. By putting several notes together to form a figure, then combining several figures to form a phrase, the teacher is able to demonstrate to the child that the note picture shows what the voice or instrument must do.

The main purpose is to develop music appreciation and understanding. Evaluation is done by the teacher.

Lulu Forgaard, Head Teacher
Summit School District No. 202
Addy, Stevens County

District Size: Group VI—99 or fewer enrollment

Physical Fitness TV Series

Program Statistics:
Subject(s): Physical Fitness
Grade(s): 2nd and 5th
Year began: 1961
Number of students: Available to all King County
Number of teachers: 1
Time: 15 minutes per week
Number of weeks: 15
Special equipment or materials: 1 TV set per classroom participating
Results so far: Too early to evaluate
Written description: No
Observation of program: Any time a lesson is scheduled

Description and purpose:

This program employs direct television-instruction to children. The activities are geared to the grade and fitness-level of the child. Enough is presented during the lesson so that the classroom teacher may follow up. A written guide is provided explaining activities, suggestions to the teacher for preparing for the lesson, and suggestions as to what to do during and following the lesson. The main purpose is to increase participation in physical activities at the elementary school level.

Paul Smith, Director of Health, P.E. and Athletics
Shoreline Central Office, Shoreline Public Schools No. 412
Seattle, King County

District Size: Group II—2,000-19,999 enrollment

Elementary Physical Education Consultant

Program Statistics:
Subject(s): Physical Education
Grade(s): K-6
Year began: 1961
Number of students: 6,000
Number of teachers: All elementary
Approx. mental ability: Entire range
Time: 75 minutes per week for primary; 150 for intermediate
Number of weeks: Entire year
Special equipment or materials: Physical fitness tests. Introducing various types of physical education equipment.
Results so far: Not yet available
Written description: Yes
Observation of program: Any time after first two weeks of school

Description and purpose:

The program provides for the introduction of new games, exercises, and other physical education activities. The main purpose of the program is to upgrade and broaden the physical education program for all children. Evaluation is through physical fitness tests administered twice during the year.

Carl Gustafson, Physical Education Director
Vancouver School District No. 37
Vancouver, Clark County

District Size: Group II—2,000-19,999 enrollment

Elementary Physical Fitness

Program Statistics:
Subject(s): Physical Fitness
Grade(s): 1-6
Year began: 1961
Number of students: 625
Number of teachers: 20
Approx. mental ability: All
Time: 75 minutes per week
Number of weeks: School year

Special equipment or materials: Gymnastic equipment, rope, horizontal ladder, gym mats, trampoline, etc.
Results so far: Much interest and enthusiasm by students, parents and teachers
Written description: Yes
Observation of program: Late fall

Description and purpose:

This program provides for 12-15 minutes of vigorous physical fitness activity daily for students in grades 1-6. Main purpose of the program is to develop more physically-fit bodies. Evaluation is by testing via Washington State Physical Fitness Test. Consideration of this plan was stimulated by AAHPER (American Assoc. for Health, Physical Education and Recreation).

Bruce L. Philbrick, Principal
Edgemont School District No. 342
Puyallup, Pierce County

District Size: Group IV—250-999 enrollment

Physical Education Organized in the Elementary School

Program Statistics:
Subject(s): Physical Education
Grade(s): 1-6
Year began: 1961
Number of students: 395
Number of teachers: 1
Approx. mental ability: Average
Time: 60 minutes per week
Number of weeks: 36

Special equipment or materials: Gym, playground
Results so far: Encouraging
Written description: No
Observation of program: November

Description and purpose:

Most elementary teachers dread to hold P.E. classes. A specialist who devotes half time to P.E. takes over each class twice a week and demonstrates and encourages the teachers to engage and teach P.E. more effectively during recess periods. The main purpose of the program is to strengthen the P.E. program. Evaluation is based on teacher judgment and pupil participation.

W. R. McFarland, Principal
Woodland Elementary School, Woodland School District No. 404
Woodland, Cowlitz County

District Size: Group IV—250-999 enrollment

Regular Physical Education Class

Program Statistics:
Subject(s): Physical Education
Grade(s): 1-6, inclusive
Year began: 1959
Number of students: 5
Number of teachers: 1
Approx. mental ability: Average
Time: 15-20 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: Pupils have accepted it readily. Parents approve.
Written description: No
Observation of program: The class is held from 3-3:20 p.m.

Description and purpose:

This school is a one-room rural school. All grades are included in the P.E. class. Full responsibility for all instruction is in the hands of one teacher. The purpose of the program is threefold: physical fitness, health instruction, and safety instruction. Evaluation is subjectively made by the teacher.

Mrs. Margaret Lewis, Teacher
Star School District No. 54
Pasco, Franklin County

District Size: Group VI—99 or fewer enrollment

Physical Fitness

Program Statistics:
Subject(s): Physical Education
Grade(s): 1-6
Year began: 1961
Number of students: 19
Number of teachers: 1
Approx. mental ability: Average
Time: 30 minutes per week
Number of weeks: 32

Special equipment or materials: None
Results so far: Good
Written description: No

Description and purpose:

The program aims to develop a feeling of health and well being through exercise, folk dancing, tumbling, and organized games. The main purpose is to meet the needs of students for physical fitness.

Lulu Forgaard, Head Teacher
Summit School District No. 202
Addy, Stevens County

District Size: Group VI—99 or fewer enrollment

Elementary Science

Program Statistics:
Subject(s): Science
Grade(s): 1-6
Year began: 1960
Number of students: 1,500
Number of teachers: 75
Approx. mental ability: Average
Time: 60-75 minutes per week
Number of weeks: 36

Special equipment or materials: NDEA purchased science demonstration tables, kits, microprojectors, microscopes, planetarium, etc.
Results so far: An increased enthusiasm for the science program
Written description: Yes
Observation of program: Any time

Description and purpose:

All the teachers in the elementary field united in developing a science course of study (with resource units) to help strengthen the science program in the elementary grades, as well as to help the teacher who might lack background in the field of science.

The faculty felt that it needed a better approach to the presentation of science in the modern nuclear age.

Robert Shambley, Director of Elementary and Junior High School
Centralia Public Schools, Centralia School District No. 401
Centralia, Lewis County

District Size: Group II—2,000-19,999 enrollment

Team Teaching Elementary Science

Program Statistics:
Subject(s): Science
Grade(s): 5th and 6th
Year began: 1961
Number of students: 167
Number of teachers: 5
Approx. mental ability: 80-150 IQ
Time: 120 minutes per week
Number of weeks: 2 semesters

Special equipment or materials: Welch science laboratory and experiments, micro-projector
Results so far: Teachers and students like it; no complaints from parents. Test results will be available in June.
Written description: No

Description and purpose:

The program consists of one hour of larger group demonstration a week and one hour of follow-up activities in small groups. Emphasis is on elementary science. The main purpose of the program is to see whether team teaching in science will provide better instruction and to help those teachers who have weak scientific backgrounds.

Programs in other schools and professional literature stimulated consideration of this plan. The results are evaluated by pre- and post-standardized tests, as well as teacher-made tests.

Thomas Matchett, Principal
Columbia Ridge School, Ephrata School District No. 165
Ephrata, Grant County

District Size: Group III—1,000-1,999 enrollment

Alternate Social Studies Units for Combination Grades in Same Room

Program Statistics:
Subject(s): Social Studies
Grade(s): 4-5-6
Year began: 1960
Number of students: 150
Number of teachers: 5
Approx. mental ability: Average
Time: 200 minutes per week
Number of weeks: Entire school year

Special equipment or materials: Special texts and guides
Results so far: Good
Written description: Yes
Observation of program: October or November

Description and purpose:

A guide is provided so that an organized social studies program can be offered to pupils in a "combination" or "split" grade room. This makes it possible for a program to involve all pupils in both grades and not be repetitive. Evaluation is by teachers and principals. No objective analysis has been made.

Harlan Jackson, Assistant Superintendent
Bellingham School District No. 501
Bellingham, Whatcom County

District Size: Group II—2,000-19,999 enrollment

Television Use in Elementary School

Program Statistics:
Subject(s): Language Arts, Social Studies
Grade(s): 1, 4, 6
Year began: 1961
Number of students: 200
Approx. mental ability: Average range
Time: 30 minutes per week
Number of weeks: 18

Special equipment or materials: Television sets
Results so far: Pupil reaction and interest have been satisfactory. No significant comparative achievement results yet available.
Written description: No
Observation of program: By appointment

Description and purpose:

Children in grades included view educational (instructional) programs as scheduled on Channel 10, Portland, Oregon. Classroom teachers supervise, coordinate, and provide needed follow-up work. Evaluation is based on teacher observation of pupil interest and reaction.

The main purpose of the program is to supplement the regular work of the classroom, provide an introduction to foreign language, and motivate individual study and exploration.

E. E. Dingerson, Principal
Catlin Elementary School, Kelso School District No. 403
Kelso, Cowlitz County

District Size: Group II—2,000-19,999 enrollment

Intermediate Enrichment Program

Program Statistics:

Subject(s): Reading, Science, Mathematics

Grade(s): 5 and 6

Year began: 1961

Number of students: 12

Number of teachers: 1

Approx. mental ability: Gifted

Time: 90 minutes per week

Number of weeks: Approx. 30

Special equipment or materials: Additional texts, library, and reference books

Results so far: Development of individual curiosity and interest in academic areas.

Written description: No

Observation of program: Between November 1 and May 1

Description and purpose:

Group meets with librarian for 30 minutes three times per week in school library. The librarian works with reading acceleration and promotes interest and research in science and math. Selection of students is based on achievement and teacher's judgment.

Evaluation is through observation of changes in attitudes and behavior of students involved. The main purpose of the program is to provide enrichment and increased experience for gifted students.

Wesley N. Peterson, Principal
Washington Elementary School, Kelso School District No. 403
Kelso, Cowlitz County

District Size: Group II—2,000-19,999 enrollment

Conservation Program—"Tall Timber Day"

Program Statistics:

Subject(s): Social Studies, Science, and Language Arts

Grade(s): 6

Year began: 1958

Number of students: 330

Number of teachers: 11

Approx. mental ability: Normal range

Time: 150 minutes per week

Number of weeks: 4

Special equipment or materials: Films, filmstrips, models, exhibits, all types of reading materials that are applicable.

Results so far: Program has been well received. It seems to sharpen interest in the area of conservation.

Written description: Yes

Observation of program: During the month of April

Description and purpose:

Several weeks of concentrated conservation study by sixth grade classes are followed by a carefully planned field trip to Seaquest State Park. Pupils are guided along a trail which has eight stations, each related to an area of forest management. Each station is manned by an expert in the field who explains to pupils lessons to be learned at the station.

Observation of pupil reactions and oral and written reports from pupils and teachers are used in the evaluation.

Vernon L. King, Principal
Barnes Elementary School, Kelso School District No. 403
Kelso, Cowlitz County

District Size: Group II—2,000-19,999 enrollment

Educational Broadcast Television

Program Statistics:
Subject(s): Art, Music, Science, Washington State History
Grade(s): 1-6
Year began: 1961
Number of students: 1,690
Time: 60 minutes per week
Number of weeks: 32
Special equipment or materials: 23" T.V. Sets, KPEC-TV handbook, study guide for lessons
Results so far: Good
Written description: No
Observation of program: November

Description and purpose:

Televised education is being used as a direct teaching and supplemental teaching aid. Daily lesson plans are sent to the teachers to help them make the lesson effective. The lesson plan has three basic parts: (1) pre-lesson activity, (2) actual T.V. lesson, and (3) post-lesson activity. The "before-lesson" activities suggest to the teacher what can be done to make the lesson more meaningful for the children.

The actual T.V. lesson outline is in two parts: the objective and the procedure. The objective of the lesson is what the instructor intends to accomplish. The procedure tells the method the T.V. teacher uses to translate the concepts into concrete ideas. The "post-lesson activity" strengthens the concepts presented in the lesson after viewing.

Evaluation is through group meetings in each subject and grade level. The groups use specific evaluation sheets.

Vernon L. Whitney, Principal
Lydia Hawk Elementary School, North Thurston S. D. No. 3
Lacey, Thurston County

District Size: Group II—2,000-19,999 enrollment

Educational Exchange Program

Program Statistics:
Subject(s): American Heritage, Physical Education, Health, Science
Grade(s): 5th
Year began: 1958
Number of students: 140 (all fifth graders)
Number of teachers: 4
Approx. mental ability: All
Time: 200 minutes per week
Number of weeks: All year
Special equipment or materials: None
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

Tuesday and Thursday afternoons the 5th grade classes rotate every one-half hour. Each class has a different teacher for each subject. The main purpose of the program is to give each child more and better instruction in science, health, physical education, and American heritage. Evaluation is by comprehensive testing.

Ed O'Leary, Teacher, 5th Grade
Oak Harbor Elementary, Oak Harbor School District No. 201
Oak Harbor, Island County

District Size: Group II—2,000-19,999 enrollment

Team Teaching—S.R.A. Reading Laboratory and Science (Some Units)

Program Statistics:
Subject(s): Science and Reading
Grade(s): 5th
Year began: 1961
Number of students: Average class
Number of teachers: 2-4
Time: 150-200 minutes per week
Number of weeks: 20

Special equipment or materials: S.R.A. Laboratory, many books, excellent library, visual aids
Results so far: Good
Written description: No
Observation of program: April or May

Description and purpose:

Introduction and preparation are cooperatively planned and executed. The plan includes two special units in science. The main purpose of the program is to help children progress at their own levels and to utilize staff competencies. Evaluation is based on observation and testing.

Susan M. Lacy, Principal
Evergreen Elementary, Mead School District No. 354
Spokane, Spokane County

District Size: Group III—1,000-1,999 enrollment

Ungraded Primary

Program Statistics:
Subject(s): Reading, Arithmetic, Spelling
Grade(s): 1-3 (extended to 4th next year)
Year began: 1959
Number of students: 300
Time: Full week
Number of weeks: All year

Special equipment or materials: None
Results so far: Achievement tests show improvement in children of lower category and higher average scores for the top groups
Written description: Yes
Observation of program: Any time

Description and purpose:

Grades are broken down into levels, using reading levels as a guide: Level 1, readiness; Level 2, pre-primer; Level 3, primer; Level 4, 1st grade reader; Level 5, 2/1 reader; Level 6, 2/2 reader; Level 7, 3/1; Level 8, 3/2; Level 9, enrichment.

A check list is kept for each child in other subjects at the end of each level. Purposes are to help pupils master basic skills and understandings, to provide broad enrichment experiences for all, and to stimulate each child to grow at the rate of which he is capable.

Mrs. Eleanor Fortson, Principal
Stanwood Elementary, Twin City District No. 401
Stanwood, Snohomish County

District Size: Group III—1,000-1,999 enrollment

Ability Grouping

Program Statistics:

Subject(s): Arithmetic and Reading

Grade(s): 6th

Year began: 1960

Number of students: 80

Number of teachers: 3

Approx. mental ability: All levels

Time: 450 minutes per week

Number of weeks: All year

Special equipment or materials: None

Results so far: Teachers report excellent response and progress

Written description: Yes

Observation of program: October 1962

Description and purpose:

Children of the three sixth grade classes are grouped in three ability groups for instruction in both arithmetic and reading. Teachers work as a team in sharing and reporting progress as well as in planning the activities of the groups. This plan also provides an opportunity to capitalize on the strengths of the teacher.

The main purpose of the program is to allow teachers more time to work with and to prepare for instruction of assigned ability group. The results are evaluated by opinion and analysis.

David P. Granlund, Principal
Narrows View Elementary School, University Place S. D. No. 83
Tacoma, Pierce County

District Size: Group III—1,000-1,999 enrollment

Educational Television

Program Statistics:

Subject(s): Art, Music, Science, Math

Grade(s): Elementary

Year began: 1960

Number of students: 200

Number of teachers: 4 (TV teachers at Clover Park)

Approx. mental ability: 110

Time: 50 minutes per week

Number of weeks: 36

Special equipment or materials: Television sets and guides

Results so far: General impression is good

Written description: No

Observation of program: Any time

Description and purpose:

The television teachers are specialists who have time to prepare comprehensive coverage in their subject areas. Students go to visual aids room with pre-instruction to view and hear enrichment materials. This plan originated through the Pierce County Educational Services Committee. Evaluation is by the teacher.

H. C. Olson, Superintendent of Schools
Eatonville Elementary, Eatonville School District No. 404
Eatonville, Pierce County

District Size: Group IV—250-999 enrollment

Kindergarten

Program Statistics:
Subject(s): Health, Safety and Music
Grade(s): Kindergarten
Year began: 1958
Number of students: 52
Number of teachers: 1
Time: 600 minutes per week
Number of weeks: 36
Special equipment or materials: None
Results so far: Good
Written description: No
Observation of program: September 1-May 28

Description and purpose:

The main purposes of the program are to teach children to live with others and to prepare children for the first grade. The degree of readiness of each child is the sole basis for evaluation.

Flint Howell, Principal
Oroville Elementary School, District No. 405
Oroville, Okanogan County

District Size: Group IV—250-999 enrollment

Ability Grouping

Program Statistics:
Subject(s): History, Social Studies
Grade(s): 6th
Year began: 1961
Number of students: 3
Number of teachers: 1
Approx. mental ability: 2 below average and handicapped; 1 above average
Time: Approx. 200 min. per week
Number of weeks: Full term
Special equipment or materials: Separate textbook for each child chosen according to ability of each.
Results so far: Excellent. Most retarded child working probably at maximum ability. Most advanced not held back.
Written description: No

Description and purpose:

Grouping is difficult in this school, because the teacher has several grades, and it amounts to private tutoring. The program has been effective. The most retarded child is working earnestly and quite efficiently most of the time. She still needs much help, but she seems to be gaining poise and confidence and usually enjoys reciting.

The most advanced of the three is going ahead beautifully and working at top level. She is using a difficult textbook, while others use much simpler ones.

The main purpose is to enable each child to get the most from her history and to gain confidence in her work.

Mrs. Frances W. Alden, Elementary School Teacher
Lester School, District No. 195
Lester, King County

District Size: Group VI—99 or fewer enrollment

General Helping Teachers
Special Helping Teachers

Program Statistics:

Subject(s): All

Grade(s): K-6

Year began: 1958

Number of students: All but 23 schools

Special equipment or materials: No special material

Results so far: Accepted by teachers and principals

Written description: Yes

Observation of program: Any time after the first month of school

Description and purpose:

With the number of new teachers employed each year and the continued emphasis on improvement of instruction for all staff members, the need for additional help for teachers in the Seattle School District became necessary. To answer this need, the category of "the helping teacher" has developed.

Special helping teachers are serving this year in the areas of music, physical education, science, social studies, special education, language arts, audio-visual, library, and mathematics. General helping teachers on the kindergarten, primary, and intermediate levels assist with the total curriculum.

The main purpose of the program is to assist the principal in the upgrading of instruction.

Dorothea Jackson, Director, Elementary Education
Seattle Public Schools, Seattle School District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

Continuous Growth at Elementary Level

Program Statistics:

Subject(s): Most emphasis on reading

Grade(s): K-6

Year began: 1958

Number of students: 1,618 Primary, 210 Intermediate

Number of teachers: 60

Approx. mental ability: All levels enrolled

Time: Total minutes per week

Special equipment or materials: None

Results so far: Gratifying. By board action all elementary schools will switch in K-6.

Written description: Yes

Observation of program: Almost any time

Description and purpose:

The children are permitted to progress through the regular program in accordance with their individual abilities to achieve. The main purpose is to eliminate the graded plan of organization and to help pupils develop at their own rates. Subjective evaluations are made by the teacher, principal, and parent.

J. Roy Shipley, Principal
A. J. West School
Aberdeen, Grays Harbor County

District Size: Group II—2,000-19,999 enrollment

Library Program for Elementary

Program Statistics:
Grade(s): K through 6
Year began: 1961
Number of students: All K-6
Number of teachers: 3
Time: 30 minutes per week

Special equipment or materials: Additional library space and books
Results so far: More circulation
Written description: Yes
Observation of program: No real visible program

Description and purpose:

A program of library instruction has been prepared and used by librarians and teachers. The program is greatly dependent upon a library guide which emphasizes the teaching aspects of the librarian. The main purpose is to provide more materials for students and easier access to it. Evaluation is based on the circulation of books and reading achievement scores.

Jack Frisk, Assistant Superintendent
Anacortes School, District No. 103
Anacortes, Skagit County

District Size: Group II—2,000-19,999 enrollment

Nongraded Primary

Program Statistics:
Subject(s): All
Grade(s): 1 and 2
Year began: 1961
Number of students: 150
Number of teachers: 5
Approx. mental ability: All children
Time: All day
Number of weeks: All year

Special equipment or materials: None
Results so far: Tests were given May 1, 1962
Written description: Yes
Observation of program: Any time

Description and purpose:

First two grades are broken down into six achievement levels. The purpose of the program is to improve instruction and to more meaningfully consider individual differences. Dr. Goodlod's lecture and book and visitations to two other schools stimulated consideration of this plan.

Donald Whitener, Principal
Scenic Hill Elementary School, Kent School District No. 415
Kent, King County

District Size: Group II—2,000-19,999 enrollment

Expansion of Elementary School Library Services

Program Statistics:

Subject(s): Library

Grade(s): Kindergarten through 6th

Year began: 1959

Number of students: 4,500 plus

Number of teachers: 8

Approx. mental ability: Full range

Time: Varying minutes per week

Number of weeks: 36

Special equipment or materials: More library books, flat pictures, maps, etc.

Results so far: Favorable; requests are made by pupils, teachers, and parents for expansion to provide full-time librarians in each elementary school.

Written description: No

Observation of program: After Oct. 1, 1962

Description and purpose:

This program assigned a certified teacher in each school to service the library collection, instruct in the use of the library, and act as a resource person for classroom teachers. The main purpose of the program is to improve the teaching-learning situation. Evaluation is subjective in nature and is based on the amount of increased reading and its contribution to pupils' knowledge.

Miss Ruth Barclay, Principal, Olympic Elementary School
Longview School District No. 122
Longview, Cowlitz County
District Size: Group II—2,000-19,999 enrollment

Special Classes for Emotionally Disturbed Children

Program Statistics:

Subject(s): All subjects after child becomes accustomed to new environment.

Grade(s): 1-6

Year began: 1959

Number of students: 21

Number of teachers: 2

Approx. mental ability: Average and above

Time: Each school day until improvement

Special equipment or materials: Play therapy equipment, art, music, and visual aids.

Results so far: Very good

Written description: Yes

Observation of program: Any time, with appointment, preferably morning session.

Description and purpose:

This class removes pressures while developing academic work at individual success levels. Much time is left free to work off hostile feelings and to develop own interests. Selection is based on test scores, teacher or administrator recommendations and parental approval.

The program is evaluated by teachers and administrators. The main purpose of the program is to attempt special help for young, disturbed children who have average or better intellectual ability and are not achieving in regular classes.

Mrs. Florence Sperling, Director of Research and Curriculum
Northshore School District No. 417
Bothell, King County
District Size: Group II—2,000-19,999 enrollment

Continuous Development Program

Program Statistics:
Subject(s): Emphasis is on reading
Grade(s): 1, 2, 3
Year began: 1959
Number of students: 500
Number of teachers: 15
Approx. mental ability: 107-112 IQ
Number of weeks: 36
Special equipment or materials: None
Results so far: Design set up in fall of 1961; plans call for it to continue for three years.
Written description: Yes
Observation of program: Any time

Description and purpose:

This ungraded primary allows the student to achieve at his own speed. It was designed on the same order as programs found in two other school districts. A controlled research design is used in the evaluation.

H. W. Handy, Assistant Superintendent
Port Angeles School District No. 21
Port Angeles, Clallam County

District Size: Group II—2,000-19,999 enrollment

Elementary Guidance

Program Statistics:
Grade(s): 1-6
Year began: 1960
Number of students: 1,161
Number of teachers: 1
Approx. mental ability: All levels
Time: Varies
Special equipment or materials: Tests, testing equipment, guidance literature
Results so far: Results in this field are extremely intangible. It is felt, however, that the program is helpful in promoting better emotional and educational adjustment.
Written description: Yes
Observation of program: At your convenience

Description and purpose:

The ultimate goal of the program is the prevention of the development of serious problems while providing maximum opportunity for sound educational experiences. The results are evaluated by the local administrative officers, the teachers, and the guidance consultant.

Margaret E. McNew, Guidance Consultant for the Elementary Schools
Pullman School District No. 267
Pullman, Whitman County

District Size: Group II—2,000-19,999 enrollment

Elementary Library Program Under the Direction of Full-Time Elementary Librarians

Program Statistics:
Subject(s): Library
Grade(s): 1-6
Year began: 1960
Number of students: 2,884 (6 schools)
Number of teachers: 4
Time: 40 minutes per week
Number of weeks: School year

Special equipment or materials: Expanded collections of books in five schools
Results so far: Enthusiastically accepted by students and school personnel; greatly appreciated by parents.
Written description: Yes
Observation of program: Any time after first month of school

Description and purpose:

This program includes an organized and sequential presentation of library skills, research skills, literature appreciation, and reading guidance by a full-time librarian during scheduled periods.

The purposes are to give elementary children training in use of books and libraries; to reinforce, extend, and supplement the work of the classroom; to provide opportunities for independent reading for wide ranges of reading abilities; and to insure each child his literary heritage. The program is evaluated on the basis of state and national library standards. Evaluation of services is based on the observations and vocations of students, teachers, administrators, and parents.

Miss Ethel Telban, Supervisor, School Libraries
Renton School District No. 403
Renton, King County

District Size: Group II—2,000-19,999 enrollment

Non-graded Primary

Program Statistics:
Subject(s): Reading, Language Arts
Grade(s): 1-3
Year began: 1959
Number of students: 363
Number of teachers: 16

Special equipment or materials: None
Results so far: Good
Written description: No

Description and purpose:

Characteristics used in selection are general maturity and teacher-judgment of achievement. Standardized tests and teacher-opinion are used in the evaluation.

The main purpose of the program is to aid in coping with individual differences and to increase individualized instruction.

Dr. H. D. Rushong, Director of Curriculum
Sedro Woolley School District No. 101
Sedro Woolley, Skagit County

District Size: Group II—2,000-19,999 enrollment

Ungraded Primary

Program Statistics:

Subject(s): All areas of primary curriculum

Grade(s): 1-3

Year began: 1960

Number of students: 315

Number of teachers: 12

Approx. mental ability: Unselected

Time: 2,700 minutes per week

Number of weeks: 36

Special equipment or materials: None

Results so far: Happy parents and teachers. Tests show greater mastery resulting from delaying instruction.

Written description: Yes

Observation of program: Second semester

Description and purpose:

Students are grouped by readiness and later by achievement in reading. Children progress from one level to another individually as they master certain skills. Promotion is from level to level at any time rather than from grade to grade once a year.

The program aims at pacing each child's instruction to his rate of learning. Teacher and parent reaction are used in the informal evaluation; standardized test results are used in the formal evaluation.

Clayton O. Knittel, Principal
Central School, Snohomish School District No. 201
Snohomish, Snohomish County
District Size: Group II—2,000-19,999 enrollment

Emotional Training With Special Instruction for Children Exhibiting Undesirable Aggression

Subject(s): Behavior

Grade(s): 5 and 6

Year began: 1960

Number of students: 32

Number of teachers: 1

Time: Every two or three weeks

Number of weeks: Approx. 6 mo.

Special equipment or materials: Select group of films

Results so far: Satisfactory when used with specially trained personnel.

Written description: Yes

Observation of program: Fall and winter by appointment only.

Description and purpose:

Eight films are presented every two or three weeks with pre-planned discussion following film. The films are child-orientated, presenting opportunities for children to experience feelings involving: aggression, leadership, consequences of behavior, malingering, stealing, parent-child relationships, peer and sibling relationships, etc.

The program is being evaluated informally using children's reports, teacher-opinions, and statistical studies of control and experimental groups using sociometric devices. The main purpose of the program is to change undesirable aggression into acceptable aggressive behavior patterns using group discussion methods to bring about awareness of behavior and consequent desirable change.

Dr. Donald N. VonPein, Director, Special Education of
Wapato Schools and Yakima County
Wapato Intermediate School, Wapato School District No. 207
Wapato, Yakima County
District Size: Group II—2,000-19,999 enrollment

Elementary Guidance and Counseling

Program Statistics:

Grade(s): 1-6

Year began: 1961

Number of students: 5,400 (all elementary)

Number of teachers: 3

Special equipment or materials: Variety of testing materials and space for counselor to work with some privacy.

Results so far: Development of an excellent climate for a guidance and counseling program. It has gained in acceptance and use.

Written description: Yes

Observation of program: From mid-October to early May

Description and purpose:

Counselors work directly in the schools with principals, teachers, parents, children and other staff members providing special services. Case studies include interviews, individual testing, possible individual counseling, and conferences with staff and parents. Informal in-service training of teachers is carried on continuously as work is being done with children.

Its main purpose is to identify children with problems which interfere with their progress and development, to provide ways to help them meet their problems, and to provide counselors as resource people to work with teachers in the classroom to promote more study in the behavioral sciences.

Nedra Callard, Counselor, Special Education
Hoover Elementary School, Yakima School District No. 7
Yakima, Yakima County
District Size: Group II—2,000-19,999 enrollment

Class Grouping

Program Statistics:

Subject(s): All

Grade(s): 2-6

Year began: 1958

Number of students: 750

Number of teachers: 22

Approx. mental ability: All

Time: All

Number of weeks: All year

Special equipment or materials: S.R.A. Reading Labs

Results so far: Staff is completely sold. The program provides broader scope for faster pupils and more individual help for those of lesser abilities.

Written description: No

Observation of program: Any time

Description and purpose:

Assignments for the four rooms in each grade are as follows: the "gifted" go into one room; the "slow learners" go into one room; and those of "average" ability go into the two remaining rooms.

The teachers are rotated each year so that they will not have the same ability group two years in a row. The main purpose of the program is to place homogeneous ability-levels in one group. Evaluation is made at grade level faculty meetings and by achievement tests.

Marvin Hendrickson, Elementary Curriculum Director
Lincoln and Roosevelt Elementary, Arlington School District No. 16
Arlington, Snohomish County
District Size: Group III—1,000-1,999 enrollment

2

Transition Rooms

Program Statistics:
Subject(s): All
Grade(s): 1 and 2
Year began: 1961
Number of students: 55
Number of teachers: 2
Approx. mental ability: Below-average to above-average
Time: Total day
Number of weeks: 36
Special equipment or materials: Texts and workbooks which are new and different to youngsters
Results so far: Very satisfactory. Better mental health and class climate.
Written description: No
Observation of program: After school begins in fall

Description and purpose:

This program is a beginning step in a non-graded primary school, wherein youngsters are allowed to work at their own levels and rates. The purpose is to provide for the needs of individual children at paces they can handle. Evaluation is through observation, conferences, and growth records of the children.

David C. Hartl, Assistant Superintendent
Camas Public Schools, Camas School District No. 117
Camas, Clark County

District Size: Group III—1,000-1,999 enrollment

Continuous Growth Plan for Grouping

Program Statistics:
Subject(s): All areas of study
Grade(s): 1
Year began: 1961
Number of students: 70
Number of teachers: 3
Approx. mental ability: Average
Time: 1,425 minutes per week
Number of weeks: 36
Special equipment or materials: Supplementary readers, special tests and charts to record development
Results so far: Favorable
Written description: No
Observation of program: In the second semester

Description and purpose:

Children progress from one level (there are nine of them) to the next when tests and teacher's judgment indicate they are ready. Some bright children may progress through the primary grades in two years and be moved into an enrichment level.

Other children will move more slowly, taking as long as four years to complete the last level. There is no skipping of material and no repetition of work. The program cannot be objectively evaluated until the entering pupils have completed the primary program.

James Buchanan, Principal
Grant Elementary, Eastmont School District No. 206
East Wenatchee, Douglas County

District Size: Group III—1,000-1,999 enrollment

Intermediate Adjustment Class

Program Statistics:
Subject(s): All subjects
Grade(s): 4, 5 and 6
Year began: 1961
Number of students: 12
Number of teachers: 1
Approx. mental ability: Below-average to handicapped
Time: Full day
Number of weeks: Full time
Special equipment or materials: All materials designed for classes in special education
Results so far: Just starting. Too early to evaluate.
Written description: Yes
Observation of program: Any time

Description and purpose:

This modified program (a self-contained classroom) includes the basic subjects plus music, art, and crafts to fit the needs of these slower children. The main purpose is to provide an academic program suitable to the needs and capabilities of the borderline and mentally retarded children. Evaluation will be based on a subjective measurement of the social, emotional, and academic progress of these students.

Fred M. Krueger, Principal, and Jack R. Spithill, Testing Director
J. J. Smith School, Enumclaw School District No. 216
Enumclaw, King County

District Size: Group III—1,000-1,999 enrollment

Special Education Program

Program Statistics:
Subject(s): All elementary school subjects
Grade(s): 1-6
Year began: 1961
Number of students: 28
Number of teachers: 2
Approx. mental ability: Handicapped
Time: From half days to full days
Number of weeks: 36
Special equipment or materials: None
Results so far: Very good
Written description: No
Observation of program: Any time after the first month of school

Description and purpose:

Those pupils who have special learning problems because of mental handicaps have the privilege of attending this special education program. Mentally retarded but educable pupils are selected.

The program is evaluated by the director of special education in Okanogan County and superintendents from other schools participating in the program. The main purpose of the program is to do a better job of educating the educable mentally retarded child and to provide a teacher more time to work with the normal child by removing the mentally retarded from the classroom.

Carl Precht, Director of Elementary School Education
Omak Public Schools, Omak School District No. 19
Omak, Okanogan County

District Size: Group III—1,000-1,999 enrollment

Continuous Growth

Program Statistics:
Subject(s): All
Grade(s): K-3, modified approach 4-6
Year began: 1960-61
Number of students: Primary-836; Intermediate-530
Number of teachers: 40
Number of weeks: School year

Special equipment or materials: Many and varied texts and audio visual materials. Reading Labs (SRA), Spelling Labs, Controlled Readers.
Results so far: Generally teachers find this arrangement conducive to better teaching. Slower moving students do not adopt the feeling of failure. Some groups show pronounced growth.
Written description: Yes
Observation of program: After the first month of school

Description and purpose:

Children are placed in groups in which they can succeed academically, be properly challenged, and find social adjustment. Flexibility of movement from group to group permits pupils to be placed at their specific level of achievement at any given time. Certain levels have been set up to correspond generally with years in school. Each level has specific goals.

These levels are: A—Kingergarten; 1-4—First year; 5-7—Second year; 8-10—Third year. Levels 7 and 10 are enrichment levels. The plan to hold the slower moving groups to fewer number of students has not been achieved yet.

Characteristics used in selection of students are teacher evaluation, achievement tests, special individual tests when necessary, cumulative records, physical and emotional maturity, psychological tests. The main purpose of the program is to provide for each child the opportunity to progress in a continuous pattern of academic learning with proper consideration for his needs physically, socially, and psychologically.

Torger J. Lee, Elementary Principal
Evergreen Elementary, Shelton School District No. 309
Shelton, Mason County

District Size: Group III—1,000-1,999 enrollment

Non-Graded Primary

Program Statistics:
Subject(s): All
Grade(s): Gr. 1 in 2 bldgs. in 1961-62; Gr. 2 and 3 in 1962-63.
Year began: 1961-62
Number of students: 150
Number of teachers: 5
Approx. mental ability: All children
Time: Full time
Number of weeks: 36

Special equipment or materials: Additional readers, supplementary materials
Results so far: Appears to make better provision for differences; contributes to children's mental health.
Written description: Yes
Observation of program: By appointment any time

Description and purpose:

Based on communication skills, this program allows for continuous progress through the primary grades at each child's rate and according to his maturity. The main purpose is to individualize instruction, provide depth for some, and provide continuous progress. The results are being evaluated through tests and observation.

Dr. W. J. Riggs, Admin. Asst.—Instr. and Guidance
West Valley School District No. 363
Spokane, Spokane County
District Size: Group III—1,000-1,999 enrollment

Kindergarten

Program Statistics:

Grade(s): Kindergarten
Year began: 1961
Number of students: 57

Special equipment or materials: None
Written description: No

Description and purpose:

This program is new to our district. It is offered for a three-month period. Evaluation will be based on comparisons of the first quarter records of students who have and have not previously had kindergarten.

Mrs. Barbara Jo. Munn, Teacher, Kindergarten
Meridian Elementary School, Meridian School District No. 505
Bellingham, Whatcom County
District Size: Group IV—250-999 enrollment

Non-Graded Elementary

Program Statistics:

Subject(s): All subjects
Grade(s): K-6
Year began: 1959
Number of students: 125
Approx. mental ability: Average
Time: Full time
Special equipment or materials: S. R. A. Materials: Strathmore plan in arithmetic. Multiple texts in each subject.

Results so far: The needs of the students are being met in a practical way. Some parents have difficulty understanding the system. Many students are more highly motivated by this system.
Written description: No
Observation of program: After September

Description and purpose:

Kindergarten is combined with low primary. Children are grouped according to mental age and achievement. Multi-level, individualized instruction is given in the intermediate grades. Homogeneous grouping is practiced in each subject; the report card shows grade level on which student is working in each subject. Children are encouraged, where possible, to cover more than one year's work in a year.

The purpose is to provide instruction for students on their own learning levels, to provide for individual differences, and to remedy individual problems. The program is evaluated with standardized achievement tests and teacher-made tests.

Harold L. Patterson, Principal
Taholah Elementary School, Taholah School District No. 77
Taholah, Grays Harbor County
District Size: Group V—100-249 enrollment

Handicapped Children Program

Program Statistics:

Subject(s): Reading for mentally retarded; All 1st gr. subjects for the blind

Grade(s): 1-3

Year began: 1961

Number of students: 6

Number of teachers: 1

Approx. mental ability: Handicapped, blind child, normal

Special equipment or materials: Brailling equipment and materials

Results so far: The blind child is learning rapidly and is well adjusted to the total school situation. The retarded children have responded well to the individualized type of help they receive.

Written description: No

Description and purpose:

The blind child is tutored two hours in the morning each day. She spends the rest of the school day in the classroom with other children. The retarded children are given three hours of special instruction per week in reading and reading-readiness.

The purpose is to provide instruction in a public school for a totally blind child and to provide special tutoring for the mentally handicapped. Evaluation is through individual progress checks on material actually learned.

Harold L. Patterson, Principal
Taholah Elementary School, Taholah School District No. 77
Taholah, Grays Harbor County

District Size: Group V—100-249 enrollment

Non-Graded Elementary

Program Statistics:

Grade(s): 1-6

Year began: 1960

Number of students: 17

Number of teachers: 1

Special equipment or materials: None

Written description: No

Description and purpose:

The purpose of this ungraded primary is to encourage students who had not been making progress.

Miss Irma Finkle, Teacher
Appleton Elementary School
Appleton, Klickitat County

District Size: Group VI—99 or fewer enrollment

Exhibits and Program for Parents

Program Statistics:

Grade(s): 1-6

Year began: 1960

Number of students: 17

Number of teachers: 1

Special equipment or materials: None

Results so far: Better concentration on subject studied

Written description: No

The purpose of the program is to acquaint parents with pupils' progress and to stimulate pupils' interest in desired goals.

Miss Irma Finkle, Teacher
Appleton Elementary School
Appleton, Klickitat County

District Size: Group VI—99 or fewer enrollment

Elementary Programs Which Include Grades 7 and/or 8 . . .

Art Program

Program Statistics:
Subject(s): Art
Grade(s): 1-8
Year began: 1959
Number of students: 17
Number of teachers: 2
Approx. mental ability: All
Time: 120 minutes per week
Number of weeks: 36
Special equipment or materials: All crafts and art equipment
Results so far: Students like it; teachers and parents encourage it.
Written description: No
Observation of program: Either semester, Monday or Thursday afternoons.

Description and purpose:

All students participate according to ability, grade, and age, in creative crayon and water color, free art, ceramics, mosaic tile and coral, leather work, copper enameling, and glass etching. The purpose of the program is to develop an appreciation for the fine arts, to encourage creativity and an enjoyment of the crafts.

Mrs. Irene Story, Primary Teacher
Thornton Elementary School District No. 214
Thornton, Whitman County

District Size: Group VI—99 or fewer enrollment

S.R.A. Spelling Lab

Program Statistics:
Subject(s): Language Arts
Grade(s): 6-7-8
Year began: 1961
Number of students: 65
Number of teachers: 2
Approx. mental ability: 110
Time: 60 minutes per week
Number of weeks: 8
Special equipment or materials: S.R.A. Spelling Lab
Results so far: Teachers well satisfied
Written description: Yes
Observation of program: Fall or Spring

Description and purpose:

This program surveys individual spelling abilities. Much individual work is performed at each grade level. The purpose is to improve spelling levels. Evaluation is based on follow-up tests of achievement.

Howard E. Steinburg, Principal
Waterville High School, Waterville School District No. 208
Waterville, Douglas County

District Size: Group IV—250-999 enrollment

Reading Enrichment

Program Statistics:

Subject(s): Reading
Grade(s): 2-8
Year began: 1961
Number of students: 450
Number of teachers: 16
Approx. mental ability: Full range
Time: Variable
Number of weeks: Programed—not as a continuous approach
Special equipment or materials: Scott Foresman basic and subbasics, plus SRA Kits and Controlled Reader
Results so far: Interest enhanced; remedial cases indicate improvement; speed improved.
Written description: Yes
Observation of program: Any time, but should have a week's notice.

Description and purpose:

To increase the efficiency of the basic reading program, the district has employed the use of the enlarged phonetic approach, while meeting special individual needs with the SRA program.

In conjunction with this, materials have been programed for use with the Controlled Reader. (Teacher materials to carry out this program are all prepared in advance.) The pre-planning insures success of the approach, reduces teacher time, and leaves more for teacher's individual attention to each student.

R. J. Adamson, Principal
Trent Elementary School, East Valley School District No. 361
Spokane, Spokane County

District Size: Group III—1,000-1,999 enrollment

Reading Progress Program

Program Statistics:

Subject(s): Reading
Grade(s): 5th-8th
Year began: 1959
Number of students: 130
Number of teachers: 8
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36
Special equipment or materials: Basic, supplementary, and library readers and S.R.A.
Results so far: Show overall reading improvement
Written description: No
Observation of program: Monday or Tuesday, 1:00-1:45 if schedule remains the same.

Description and purpose:

Students are grouped into reading ability levels with limited class range. An attempt is made not to accelerate or reduce an individual's regular class level more than two. Another characteristic used in selection is chronological age.

The main purpose of the program is to group students in ability reading levels from 5th through 8th grades, lowering reading range within one classroom. Results are evaluated by standardized tests.

L. B. Whitson, Principal
North Bend Elementary, Snoqualmie Valley School District No. 410
North Bend, King County

District Size: Group III—1,000-1,999 enrollment

Reading Levels Program

Program Statistics:
Subject(s): Reading
Grade(s): 4, 5, 6, 7, 8
Year began: 1959
Number of students: 300—All
Number of teachers: 10
Approx. mental ability: All
Time: 225 minutes per week
Number of weeks: 35

Special equipment or materials: More emphasis on phonics and supplementary materials in lower levels
Results so far: Accelerated students are progressing more rapidly and slow students are less frustrated and making better progress.
Written description: Yes
Observation of program: October or later

Description and purpose:

At the beginning of the school year pupils are classified according to reading achievement and assigned to special reading rooms. Program is flexible and pupils are reclassified twice a year or more often when necessary.

The main purpose of the program is to provide reading instruction for pupils on their own achievement level. The results are evaluated semi-annually by California Reading tests and staff conferences. This program is better known as the Joplin Plan.

W. E. Menold, Principal
Snoqualmie Elementary, Snoqualmie Valley School District No. 410
Snoqualmie, King County
District Size: Group III—1,000-1,999 enrollment

Ability Reading Grouping

Program Statistics:
Subject(s): Reading
Grade(s): 4-7
Year began: 1958
Number of students: 721
Number of teachers: 24
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: Additional reading books at various interest and reading levels.
Results so far: Well accepted by students, teachers, and parents.
Written description: No
Observation of program: Any time

Description and purpose:

Basing the divisions on reading ability, the teachers divide the students into groups of similar ability in grades 4-7. Once daily, the students leave their regular classrooms to go to the reading teacher's room. Selections are based on test scores and teacher judgment.

The program is being evaluated through accurate test records which are kept for each youngster. The purpose of the program is to strengthen reading by giving each teacher a narrower ability range of youngsters.

Mr. Wayne Weber, Principal
Showalter Elementary School, South Central District No. 406
Seattle, King County
District Size: Group III—1,000-1,999 enrollment

Non-Graded Reading Elementary

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1960
Number of students: 125
Number of teachers: 5
Approx. mental ability: All except Special Education
Time: 240 minutes per week
Number of weeks: Throughout school year

Special equipment or materials: Controlled Reader — S.R.A. Lab —Numerous text and supplementary materials
Results so far: Students accept it after becoming used to it. The teachers favor it very strongly, and the parents favor it. Test results show a marked increase in achievement.
Written description: Yes
Observation of program: Any time

Description and purpose:

This is a non-graded program for grades 4-8. There are 5 "levels" of reading. Level 4 is the slowest group; Level 8 is the fast group. The program has caused a great interest in reading. It affords a better utilization of materials and teaching staff. The main purpose is to enable the student to work at his own particular level in reading.

A neighboring school with a program very similar to this program stimulated consideration of it for District No. 226. The results are evaluated through achievement tests, reading tests, teacher-made tests, and teacher-parent-student opinions.

Rollyn L. Tucker, Principal
Adna Elementary School, Adna School District No. 226
Adna, Lewis County

District Size: Group IV—250-999 enrollment

S.R.A. Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1960
Number of students: 300
Number of teachers: 8
Approx. mental ability: All
Time: 70 minutes per week
Number of weeks: 25

Special equipment or materials: S.R.A. Reading Labs
Results so far: Nothing definite yet

Description and purpose:

District No. 111 added S.R.A. Reading to the basic developmental program as a supplemental aid. Evaluations are to be based on changes in standardized test results, as well as teacher opinion.

James Jennings, Superintendent
Brewster School District No. 111
Brewster, Okanogan County

District Size: Group IV—250-999 enrollment

Controlled Reader

Program Statistics:
Subject(s): Reading
Grade(s): 1-8
Year began: 1960
Number of students: 140
Number of teachers: 5
Approx. mental ability: Full range
Time: 60 minutes per week
Number of weeks: 10

Special equipment or materials: Controlled reader and film strips for grades 1-9
Results so far: Attention span, speed, and comprehension improved.
Written description: No
Observation of program: Any time after October 1, 1962

Description and purpose:

Students read from a screen at a controlled speed. They are segregated according to ability in both speed and comprehension. Evaluations are based on the results of speed and comprehension tests published by the manufacturer. Iowa Achievement Tests are also used.

G. O. Willison, Superintendent
Cape Flattery Schools, Cape Flattery District No. 401
Clallam Bay, Clallam County

District Size: Group IV—250-999 enrollment

Non-Graded or Group Reading

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1959
Number of students: 115
Number of teachers: 6
Approx. mental ability: All
Time: 150 minutes per week
Number of weeks: All year

Special equipment or materials: Any material or equipment with which to further reading instruction. Textbook is basis of instruction.
Results so far: Reading tests given from year to year would seem to indicate that reading level of the group as a whole has shown some increase.
Written description: No

Description and purpose:

The program is very similar to the Joplin Reading Plan. Pupils from grades four through eight are divided into six groups according to reading abilities. All pupils then proceed to their particular reading group at the time when the above reading class is held.

This program involves approximately 115 pupils in six groups—a maximum of twenty pupils in any one group. The groups usually include students from the third grade level through the high school level. Selection is based on reading skills.

The only evaluation thus far has been on the basis of comparisons of the results of standard reading tests from year to year. The main purpose of the program is to provide each pupil in grades four through eight with directed reading instruction each day at an appropriate level.

Harold Hartman, Principal
Garfield Grade School, Garfield School District No. 302
Garfield, Whitman County

District Size: Group IV—250-999 enrollment

Remedial Reading

Program Statistics:
Subject(s): Reading
Grade(s): 1-8
Year began: 1961
Number of students: 50
Number of teachers: 2
Time: 180 minutes per week
Number of weeks: All year

Special equipment or materials:
Largely left to instructor—some use of tachistoscope and S.R.A. Reading Lab.
Results so far: Excellent
Written description: No

Description and purpose:

This plan was begun at two elementaries on a half-day basis. The prinicipals handle the program. The main purpose is to improve the reading skills of slow readers. Evaluations are based on the judgments of the two principals.

W. Harmon Colby, Superintendent
Lower Snoqualmie Valley School District No. 407
Carnation, King County

District Size: Group IV—250-999 enrollment

Reading Program—S.R.A.

Program Statistics:
Subject(s): Reading
Grade(s): 3-8
Year began: 1959
Number of students: 350
Number of teachers: 3
Approx. mental ability: Average
Time: 40 minutes per week
Number of weeks: 6 weeks for each group

Special equipment or materials:
S.R.A. Kit
Results so far: It has proved to be helpful to those below average reading rate. Helpful to those above average as well.
Written description: No

Description and purpose:

Groups of 10 in grades 3-6 spend 20 minutes a day twice a week. Grades 7 and 8 spend 20 minutes a day four days a week. Groups are in classes of 20 to 30. The main purpose is to raise students' reading levels. Evaluation is based on comparisons of test records of students who do not participate with those who do participate in the program.

Hazel Johnston, Librarian
Meridian Elementary, Meridian School District No. 505
Bellingham, Whatcom County

District Size: Group IV—250-999 enrollment

Non-Graded Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1960
Number of students: 120
Number of teachers: 5
Approx. mental ability: Normal spread
Time: 180 minutes per week
Number of weeks: 34
Special equipment or materials: Reading Texts, S.R.A. Reading Labs., Reader's Digest Reading Skills Builder, Books 1, 2, 3, Merrill Skilltext, World Week Current Events Magazine, Library books.
Results so far: 1960-61: Av. test score gain 1.95 yrs. with 95 students tested. The district showed a gain of more than one year in all groups in seven months. Graphs, etc., have been prepared.
Written description: Yes
Observation of program: Assuming the program is continued—not all teachers are sold on it—any day except Thursday.

Description and purpose:

Reading groups are based on I.Q., Metropolitan Achievement scores, Iowa Reading scores, and teacher-opinion. Groups are flexible and a child may work from one to another, either up or down. Specific time periods are allotted each day to reading instruction.

James R. Lafond, Elementary Principal
Napavine Elementary School, Napavine School District No. 14
Napavine, Lewis County
District Size: Group IV—250-999 enrollment

Remedial Reading

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1961
Number of students: 60
Number of teachers: 1
Approx. mental ability: Full range
Time: 250 minutes per week
Number of weeks: Varies
Special equipment or materials: None
Results so far: Not old enough to evaluate.
Written description: No
Observation of program: Sept. 1-May 28

Description and purpose:

Selection of participating pupils is by classroom teachers, principals, and the guidance director. Pupils report to the remedial reading room from their regular classrooms. The characteristics used in selection are need and ability to profit.

The program is evaluated by classroom teachers using tests. The main purpose of the program is to improve the reading skills of those not reading up to their abilities.

Marguerite Howell, Remedial Reading Teacher
Oroville Elementary School, District No. 405
Oroville, Okanogan County
District Size: Group IV—250-999 enrollment

Grade Room Reading

Program Statistics:
Subject(s): Reading
Grade(s): 1-8
Year began: 1960
Number of students: 240
Approx. mental ability: All

Special equipment or materials: Tachistoscope, SRA Reading Labs
Results so far: Good

Description and purpose:

SRA Reading Labs are used as a supplement to the regular program in the upper grades and will probably be adopted in the lower grades later this year. The purpose is to improve reading capabilities. The results are evaluated by local teachers.

Bill Garrecht, Principal
Palouse Elementary, Palouse School District No. 301
Palouse, Whitman County

District Size: Group IV—250-999 enrollment

Individualized Reading Level

Program Statistics:
Subject(s): Reading
Grade(s): 1-8
Year began: 1960
Number of students: 290
Number of teachers: 12
Approx. mental ability: Average
Time: 200 minutes per week
Number of weeks: 36

Special equipment or materials: SRA and other multi-level materials.
Results so far: The school is quite satisfied with this so far since students have accepted the program as a good one, and the staff has also.
Written description: No
Observation of program: Any time

Description and purpose:

This school groups the students according to reading ability and pays no attention to class lines in the upper grades. There are sixth graders in the upper reading group, etc. Several levels of materials are used in each grade level.

Tests are used in the evaluation. The main purpose of the program is to place each student at the level of reading that he finds challenging, yet rewarding.

John Freeman, Principal
Reardan Consolidated School District No. 210-412
Reardan, Lincoln County

District Size: Group IV—250-999 enrollment

Remedial Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1958
Number of students: 20
Number of teachers: 1
Approx. mental ability: 80-100
Time: 60 minutes per week
Number of weeks: School year
Special equipment or materials: Special reading materials, SRA Reading Lab, R.D. Skillreaders.
Results so far: Good
Written description: No
Observation of program: Any day from 1 to 2:30 p.m.

Description and purpose:

A special teacher meets with small groups of students to assist them with various reading difficulties. The class size is usually six or eight students. Students with low reading abilities are selected for the class. Standardized tests are used in the evaluation.

Alfred Meneely, Superintendent
River View School, District No. 53
Kennewick, Benton County

District Size: Group IV—250-999 enrollment

Reading Improvement (Controlled Reader)

Program Statistics:
Subject(s): Reading
Grade(s): 1-8
Year began: 1961
Number of students: 250
Number of teachers: 8
Approx. mental ability: Average
Time: 100 minutes per week
Number of weeks: 9
Special equipment or materials: Controlled Reading Machine
Results so far: Interest is high, and improvement in speed and comprehension is noted.
Written description: Yes
Observation of program: During months of Jan., Feb., March

Description and purpose:

The controlled reader is being used to help the individual student read at a faster pace with greater comprehension. A chart is kept on the progress of each student. The staff will evaluate these charts.

The main purpose of the program is to improve the reading habits of the students.

Ray Shumway, Principal, Randle Elementary
James Coble, Principal, Packwood Elementary
Harvey Wright, Principal, Glenoma Elementary
White Pass School District No. 303
Randle, Lewis County

District Size: Group IV—250-999 enrollment

Non-Graded Reading

Program Statistics:
Subject(s): Reading — Public Speaking
Grade(s): 1-8
Year began: 1958
Number of students: 200
Number of teachers: 8
Time: 150 minutes per week
Number of weeks: 36

Special equipment or materials: Basic readers, supplementary readers, SRA Reading Lab, tape recorder.
Results so far: Reading level has risen. No non-readers.
Written description: Yes
Observation of program: Spring-Summer

Description and purpose:

Students are grouped by reading level rather than by chronological age or grade. Phonics and sight reading are emphasized in the first two groups. Public speaking is emphasized in the top group. Reading rates, comprehension, etc., are emphasized in the middle groups. Selection is based on reading tests and teacher evaluation.

Tests, teacher-opinion, and progress reports are used in the evaluation.

Richard L. Burrell, Principal
Littlerock Elementary School, Littlerock School District No. 332
Littlerock, Thurston County

District Size: Group V—100-249 enrollment

S.R.A. Reading Lab. for Grades 5-7

Program Statistics:
Subject(s): Reading
Grade(s): 5-7
Year began: 1960
Number of students: 43
Number of teachers: 2
Approx. mental ability: Full range
Time: 180 minutes per week
Number of weeks: 8-10

Special equipment or materials: S.R.A. Lab.
Results so far: Well received by teachers and students. Interest good.

Description and purpose:

This program is well known. It is an attempt to better individualize instruction. It was demonstrated at the Shelton-Mason County Teachers' staff day. No definite reading test program is set up yet.

Byron L. Deffinbaugh, Principal
Pioneer School District No. 402
Shelton, Mason County

District Size: Group V—100-249 enrollment

Remedial Reading Class

Program Statistics:
Subject(s): All phases of reading and comprehension
Grade(s): 3-8
Year began: 1961
Number of students: 19
Number of teachers: 1
Approx. mental ability: Average and below-average
Time: 150 minutes per week
Number of weeks: 32
Special equipment or materials: S.R.A. Lab., Readers Digest Digest Skill Builders, Phonics Chart, and series of books.
Results so far: Satisfactory
Written description: No
Observation of program: Between 8:20 and 9:00 a.m. daily

Description and purpose:

The class usually starts with phonics and word drills followed by silent group reading with individual help. When possible, other teachers assist by listening to individuals and helping each one attack words.

Results are evaluated through observation.

Mary Jaekel, Principal, or Mary Garner, Instructor
Centerville Elementary School, Centerville School District No. 215
Centerville, Klickitat County

District Size: Group VI—99 or fewer enrollment

Remedial Reading

Program Statistics:
Subject(s): Reading—Phonics
Grade(s): 4 through 8
Year began: 1961
Number of students: 17—2 classes
Number of teachers: 2
Approx. mental ability: Average
Time: 150 minutes per week
Number of weeks: 25
Special equipment or materials: Tachisto-Flasher, SRA Reading Laboratory, Tape recorder.
Results so far: Pupils with better IQ rate are showing considerable improvement. A few 3rd graders tried at first but do not benefit. For very slow learners the value is doubtful.
Written description: No
Observation of program: Mid-semester—8 to 8:30 a.m.

Description and purpose:

The 4th and 5th grades meet with one teacher and the 6th, 7th and 8th with the other. Subject matter has been chosen according to current interests of pupils. The purpose is to improve the slow reader's rate and comprehension by special instruction in small classes.

Progress of students in all pre- and post-tests is used in the evaluation.

J. H. Hartough and Lucy M. Hamilton, Teachers
East Olympia Elementary, East Olympia School District No. 327
East Olympia, Thurston County

District Size: Group VI—99 or fewer enrollment

SRA Reading Program

Program Statistics:
Subject(s): Reading Development
Grade(s): 3-4, 7-8
Year began: 1961
Number of students: 26
Number of teachers: 2
Approx. mental ability: Average
Time: 150 minutes per week
Number of weeks: 12-14

Special equipment or materials: SRA Labs
Results so far: A much better attitude toward reading, especially among the older boys.
Written description: No
Observation of program: Any time

Description and purpose:

This program is used in addition to the regular developmental reading program at both levels. Two combination rooms were chosen to participate. The purpose is to provide an interesting program specifically designed for individual improvement. The district undertook the program because of its apparent success in the Richland Schools.

Ray L. Smith, Principal
Hay Grade School, Hay Consolidated District No. 205
Hay, Whitman County

District Size: Group VI—99 or fewer enrollment

Controlled Reading

Program Statistics:
Subject(s): Reading—Spelling
Grade(s): 3-8
Year began: 1958
Number of students: 40-50
Approx. mental ability: Full range
Time: 60 minutes per week
Number of weeks: 12-20

Special equipment or materials: Reading machine with films
Results so far: Good
Written description: No

Description and purpose:

The controlled reader is used with ability groups. All students participate. The program is evaluated by teachers. The main purpose of the program is to improve rate and comprehension.

Arthur L. Miller, Principal
Newhalem School District No. 100
Rockport, Whatcom County

District Size: Group VI—99 or fewer enrollment

Concentrated Phonics Review

Program Statistics:

Subject(s): Reading, Spelling, Writing

Grade(s): 7-8 in 1960-61; 5-8 in 1961-62

Year began: 1960

Number of students: 45

Number of teachers: 2

Approx. mental ability: Average (entire enrollment of grades 5-8)

Time: 120-180 minutes per week

Number of weeks: Semester

Special equipment or materials: Various professional reading and phonics books

Written description: No

Description and purpose:

In 1960-61 District No. 2 used a concentrated review of regular phonics. In grades 7 and 8 the district gave pupils various rules of phonics and exercises for application. An average of about two hours a week for one semester was used. The district would prefer a more definite unit, one with more continuity and one that could be completed in about nine weeks, three hours per week.

In 1961-62 the district used as a basis for the program, Spaulding's *The Writing Road to Reading*. This time grades 5 and 6 (13 pupils) and grades 7 and 8 (22 pupils) were involved. The district attended a workshop at the county level on this system.

The main purpose of the program is to see whether the district can help solve some of the problems of general reading. Teacher opinions and achievement tests are used in the evaluation.

Results so far: On the Iowa Basic Skills Test at the end of 1960-61, the seventh and eighth grade composite score on reading indicated greater improvement than any other subject over the year before.

The most valid evaluations to date, however, are probably those based on teacher opinions. A very definite improvement in the ability to syllabalize was noticed in the class as a whole. Also a marked improvement in pronunciation was noticed. Some improvement in word meanings was noticed; but since no pre-testing or post-testing was done in this area, no definite conclusions can be drawn.

Clarence M. Yarnell, Head Teacher
Startup Grade School, Startup School District No. 2
Startup, Snohomish County

District Size: Group VI—99 or fewer enrollment

Spanish in the Elementary School (1-8)

Program Statistics:
Subject(s): Spanish
Grade(s): 1-8
Year began: 1959
Number of students: 210-215
Number of teachers: 4
Approx. mental ability: All

Special equipment or materials: Tapes, films, filmstrips, records, workbooks, texts, and library books
Results so far: Good progress
Written description: Yes
Observation of program: Any time

Description and purpose:

Students begin in the first grade with the aural-oral method. Half of the instruction is by homeroom teachers. The main purpose of this program is to teach a second language to elementary pupils. Evaluation is planned by Dr. George Robertson of EWSC.

Mrs. Helen Jasper Roos, Principal
Cusick Elementary School, Cusick School District No. 59
Cusick, Pend Oreille County

District Size: Group IV—250-999 enrollment

Spanish

Program Statistics:
Subject(s): Conversational Spanish
Grade(s): 3-6 (7 elective)
Year began: 1960
Number of students: 220
Number of teachers: 9
Approx. mental ability: Average (ability on level of Gr. 7)
Time: 75 minutes per week
Number of weeks: Normal school year

Special equipment or materials: Tape recorders, record players, pictures
Results so far: Satisfactory—Program has its ups and downs, but results to date have been favorable.
Written description: Yes
Observation of program: At your convenience

Description and purpose:

A foreign language specialist meets with each class two fifteen-minute periods a week. Regular classroom teachers handle the other three days. (The specialist handles grade 7 alone.) The main purpose of the program is to supply the background for eventual proficiency in Spanish conversation.

Lee Larrick, Principal
South Whidbey Elementary, South Whidbey School District No. 206
Langley, Island County

District Size: Group IV—250-999 enrollment

French in the Elementary School

Program Statistics:
Subject(s): French
Grade(s): 1, 2; 6, 7
Year began: 1961
Number of students: 35
Number of teachers: 2
Approx. mental ability: Average
Time: 45-60 minutes per week
Number of weeks: 36

Special equipment or materials: Flash cards, records
Results so far: Satisfactory vocabulary, usage and pronunciation
Written description: No
Observation of program: Any time

Description and purpose:

Flash cards are used. Active and oral participation is encouraged. No reading is done in the first grade; it is primarily an aural-oral approach. The main purpose is to give background for future language study and a broader cultural awareness.

Mrs. Dorothy Sawyer, Teacher
Orcas Island Schools, Orcas Island School District No. 137
Eastsound, San Juan County

District Size: Group V—100-249 enrollment

Instruction in Spanish

Program Statistics:
Subject(s): Speaking, reading, writing and grammar
Grade(s): 3-8
Year began: 1959
Number of students: 110
Number of teachers: 4
Approx. mental ability: 105 IQ
Time: 125 minutes per week
Number of weeks: 36

Special equipment or materials: Harr-Wagner series
Results so far: Improved vocabulary and knowledge of grammar
Written description: No
Observation of program: Second semester

Description and purpose:

Records, teachers' manuals, and texts from the Harr-Wagner series are used in the instruction. The purpose is to increase the students' abilities to read, write, and speak the language. The program is evaluated by teacher-made tests.

Robert H. Campbell, Principal
Vader Elementary, Vader School District No. 18
Vader, Lewis County

District Size: Group V—100-249 enrollment

Conversational Elementary French and Latin in Grades 7 and 8

Program Statistics:
Subject(s): French and Latin
Grade(s): 3-8
Year began: 1960 (discontinuing Latin because students can no longer pursue program in grade 9)
Number of students: 62
Number of teachers: 1
Approx. mental ability: Average
Time: 60 minutes per week
Number of weeks: Whole school year
Special equipment or materials: Film strips, records, flash cards and text for grades 7 and 8
Results so far: Well received by students, parents and teacher
Written description: Yes
Observation of program: Second or third quarters

Description and purpose:

This plan employs the conversational approach to French; stress is placed on hearing and speaking the language. Reading and writing are gradually introduced as readiness occurs. A structural approach to the teaching of Latin is employed with some study of Roman Civilization. The purpose of teaching French is to give the students a better opportunity to master a second language. The purpose of teaching Latin is to give the students a firmer and broader academic background. Evaluation is based on student responses to conversational situations, teacher-made oral tests, and continuing student interest in a second language.

J. H. Hartough, Language Arts and Foreign Language Teacher
East Olympia Elementary, East Olympia School District No. 327
East Olympia, Thurston County
District Size: Group VI—99 or fewer enrollment

Sewing

Program Statistics:
Subject(s): General sewing
Grade(s): 7-8 Girls
Year began: 1960
Number of students: 6-12
Number of teachers: 1 aide
Approx. mental ability: All
Time: 90 minutes per week
Number of weeks: 36
Special equipment or materials: Two sewing machines
Results so far: Good
Written description: No

Description and purpose:

General work is covered in this course. All girls take this course. It is evaluated by the teacher. The main purpose of the program is to prepare girls for high school homemaking.

Arthur L. Miller, Principal
Newhalem School, District No. 100
Rockport, Whatcom County
District Size: Group VI—99 or fewer enrollment

Industrial Arts

Program Statistics:
Subject(s): Mechanical Drawing and Projects
Grade(s): 7-8 Boys
Year began: 1960
Number of students: 5-10
Number of teachers: 1
Approx. mental ability: All
Time: 180 minutes per week
Number of weeks: 36
Special equipment or materials: New equipment
Results so far: Good
Written description: No

Description and purpose:

The program includes general drawing and shop work with woods. All boys participate. It is evaluated by the teacher.

Arthur L. Miller, Principal
Newhalem School, District No. 100
Rockport, Whatcom County

District Size: Group VI—99 or fewer enrollment

Contemporary Arithmetic in Elementary Schools

Program Statistics:
Subject(s): Arithmetic
Grade(s): 1-8
Year began: 1961
Number of students: 1,500 (all students in district)
Number of teachers: 48
Approx. mental ability: Full range
Time: 200 minutes per week
Number of weeks: 36
Special equipment or materials: Scott-Foresman texts 1-6, SMSG 7-8, and Cuisenaire Rods
Results so far: Students and most teachers enthusiastic
Written description: No
Observation of program: Any time after first month

Description and purpose:

This program involves new approaches in mathematics instruction. Teachers took special training by extension from Western Washington State College to qualify them to instruct with the use of these modern materials. The main purpose is to modernize the mathematics program. Evaluation is by standard tests (*Iowa Basic Skills*) and tests which accompany the material.

Dan F. Reff, Administrative Assistant
Burlington-Edison School District No. 100
Burlington, Skagit County

District Size: Group III—1,000-1,999 enrollment

SMSG Mathematics

Program Statistics:
Subject(s): Math
Grade(s): 8th
Year began: 1961
Number of students: 50
Number of teachers: 1
Approx. mental ability: Varying
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: *SMSG Mathematics Volumes* (Jr. High Part I and Part II, Vol. I.) *American Arithmetics* (Fuller-Upton) *Modern Mathematics* (Rosskopf, *et al.*)
Results so far: Students most enthusiastic and request not to return to traditional math. Parents have accepted the program.
Written description: No
Observation of program: Any time

Description and purpose:

All 8th grade students have been given this modern mathematics program. The main purpose is to better prepare students for high school and college mathematics. This program emphasizes the "why" as well as the "how." Evaluation is through follow-up comparisons at high school level.

David A. James, 8th Grade Math Teacher
Otis Orchards Upper Elementary, East Valley School District No. 361
Spokane, Spokane County

District Size: Group III—1,000-1,999 enrollment

Enriched Mathematics

Program Statistics:
Subject(s): Arithmetic
Grade(s): 7-8
Year began: 1959
Number of students: 40
Number of teachers: 1
Approx. mental ability: Above-average to gifted
Time: 275 minutes per week
Number of weeks: School year

Special equipment or materials: None
Results so far: It is believed that the objectives were more fully realized.
Written description: No

Description and purpose:

The top twenty students in grades 7 and 8 are enrolled in this program. The content of the courses is much the same as that being taught in the self-contained classrooms from which the students were taken. Evaluation is based on the high school math teachers' observations. The main purpose of the program is to provide enrichment for the high ability student.

Edward I. Hanson, Principal
Lincoln Grade School, Port Townsend School District No. 50
Port Townsend, Jefferson County

District Size: Group III—1,000-1,999 enrollment

New Concepts in Arithmetic

Program Statistics:
Subject(s): Arithmetic
Grade(s): 7-8
Year began: 1961
Number of students: 14
Number of teachers: 1
Approx. mental ability: Average
Time: 150 minutes per week
Number of weeks: 36
Special equipment or materials: *Seeing Through Arithmetic* (Scott-Foresman)
Results so far: Students at first were slow to accept it, later found much more interest.
Written description: No
Observation of program: During 2nd semester

Description and purpose:

This program is designed to develop new number concepts and algebraic reasoning. The main purpose is to enrich upper-grade mathematics. No method has been established for evaluation until the students reach high school mathematics.

Jean Greene, Teacher, 7th and 8th Grade
Lamont Elementary School, Lamont School District No. 264
Lamont, Whitman County

District Size: Group VI—99 or fewer enrollment

All Elementary Grades Under One Instructor in Chorus

Program Statistics:
Subject(s): General singing and study of music notes
Grade(s): 1-8
Year began: 1959
Number of students: 196
Number of teachers: 1
Approx. mental ability: Average
Time: 45 minutes per week
Number of weeks: 36
Special equipment or materials: Tape recorder
Results so far: Students under instruction of a teacher with a major in music are learning more.
Written description: No
Observation of program: Any time

Description and purpose:

This program consists of singing and/or chorus by grade level in each grade on the elementary level. Students learn more about music by receiving instruction from a teacher who has majored in music. The main purpose of the program is to develop greater appreciation for music. The results are teacher-evaluated.

W. Lane Woods, Music Instructor and Mathematics
Asotin Public Schools, District No. 400
Asotin, Asotin County

District Size: Group IV—250-999 enrollment

Music Program

Program Statistics:
Subject(s): Music
Grade(s): 5-8
Year began: 1961
Number of students: 22
Number of teachers: 1
Time: 240 minutes per week
Number of weeks: All school year
Special equipment or materials: Reference materials, simple musical instruments and professional instruments.
Results so far: Excellent
Written description: No
Observation of program: 1:30 every afternoon

Description and purpose:

Music appreciation classes meet two or three times a week. The band meets five times a week in the afternoon. The main purpose is to give a student interested in a musical instrument the opportunity to play one.

William Behler, Principal
Monitor School District No. 9
Monitor, Chelan County

District Size: Group V—100-249 enrollment

Instrumental and Vocal Music

Program Statistics:
Subject(s): Music
Grade(s): 1-7
Year began: 1959
Number of students: 142
Number of teachers: 1
Approx. mental ability: Average
Time: 1-3, 30 min. per week; 4-7, 60 min. per week.
Number of weeks: All school year
Special equipment or materials: None
Results so far: Excellent, can see improvements from year to year.
Written description: No
Observation of program: Any Friday

Description and purpose:

The music teacher is available one day per week. Primary pupils still must depend on the classroom teacher for rhythms and music appreciation. They spend 30 minutes every Friday with the music teacher in a combined choir. Grade 4 takes "tonette" lessons and vocal music for 45 minutes every Friday. Some fourth graders advance from tonettes to band instruments during the second semester. Grades 5-7 have 60 minutes of band (either beginning or advanced) or 60 minutes of choir, or both, on Fridays.

The music teacher also does some individual and small group tutoring, both vocal and instrumental, at no additional cost to the district or student. The main purpose is to offer a full music program to the students. It is being evaluated by the entire community through public programs.

Donald Rogers, District Principal
Southside School, Southside School District No. 42
Shelton, Mason County

District Size: Group V—100-249 enrollment

Music Program

Program Statistics:
Subject(s): Listening, rhythm, singing, instruments, creativity in music
Grade(s): 1-8
Year began: 1961
Number of students: 16
Number of teachers: 2
Approx. mental ability: All
Time: 200 minutes per week
Number of weeks: 36

Special equipment or materials: Rhythm and melody instruments, pianos, music books and work books.
Results so far: Better understanding and appreciation of all phases
Written description: Yes
Observation of program: Either semester

Description and purpose:

The upper and primary grades are placed in separate divisions. The upper grades use note spellers for theory. Every student participates according to his ability.

The main purposes are to combine all areas in music, encourage creativity, read notes, understand music, perform and know the piano keyboard.

The plan was taken from the M.E.N.C. Research paper, *Establishing a Music Program in a Small School.* The program is evaluated by pre- and post-tests on an individual basis. The McCreery rhythm and pitch test is one of the tests used.

Elsie M. McFarland, Head Teacher
Thornton Elementary, District No. 214
Thornton, Whitman County

District Size: Group VI—99 or fewer enrollment

Full Time Physical Education and Health

Program Statistics:
Subject(s): Physical Education and Health
Grade(s): 6th, 7th, and 8th
Year began: 1961
Number of students: 125
Number of teachers: 2
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Gymnasium equipment and outdoor games
Results so far: Excellent
Written description: No
Observation of program: Any time

Description and purpose:

This program stems from President Kennedy's request that all schools emphasize physical fitness. All the 6th, 7th, and 8th grade students have daily physical education classes.

Gertie Peterson and Tom Christianson, Physical Education Directors
La Center Junior and Senior High School, District No. 101
La Center, Clark County

District Size: Group IV—250-999 enrollment

Physical Education Program From 3rd Through 8th Grades

Program Statistics:
Subject(s): Physical Education
Grade(s): 3-8
Year began: 1960
Number of students: 110
Number of teachers: 2
Time: 120 minutes per week
Number of weeks: All school year
Special equipment or materials: Records, mats
Results so far: Good results
Written description: No
Observation of program: Any time in afternoon

Description and purpose:

Calisthenics are given the first 10 to 15 minutes. Tumbling skills, folk dancing, and other skills have been integrated into the program.

Evaluation is based on teacher judgments of improvement in many aspects of physical development. The main purposes of the program are to develop strong bodies and to develop physical skills.

William Behler, Principal
Monitor School District No. 9
Monitor, Chelan County

District Size: Group V—100-249 enrollment

Youth Physical Fitness

Program Statistics:
Subject(s): Physical Education
Grade(s): 1-8
Year began: 1961
Number of students: 90
Number of teachers: 3
Approx. mental ability: All included
Number of weeks: 36
Special equipment or materials: Mats
Results so far: Excellent. Vast improvement in coordination and endurance.
Written description: No
Observation of program: By appointment

Description and purpose:

All physically able children participate. Competitive games are being de-emphasized. The purpose is to develop physical fitness. The plan was considered because of statements of the President's Council on Youth Fitness. Evaluation is through observation and tests.

Newell Pollard, Superintendent
Bingen School District No. 66
Bingen, Klickitat County

District Size: Group VI—99 or fewer enrollment

Physical Education

Program Statistics:
Subject(s): Physical Education
Grade(s): 6, 7 and 8
Year began: 1961
Number of students: 6
Number of teachers: 1
Approx. mental ability: Average
Time: 120 minutes per week
Number of weeks: 36

Special equipment or materials: Regular P.E. equipment, in gymnasium or outdoors.
Results so far: Students enjoy the program. Improvement in physical fitness.
Written description: No
Observation of program: Any time

Description and purpose:

The program calls for at least 15 minutes of vigorous activity: warm-up exercises, special exercises to develop weak muscles, games (including rhythm games). The purpose is to develop physical fitness in the physically under-developed. The program was stimulated by the Washington State Curriculum Guide and President Kennedy's program.

Elsie M. McFarland, Head Teacher
Thornton Elementary School, District No. 214
Thornton, Whitman County

District Size: Group VI—99 or fewer enrollment

Science

Program Statistics:
Subject(s): Science
Grade(s): 1-8
Year began: 1960
Number of students: 360
Number of teachers: 12
Approx. mental ability: Average
Number of weeks: School year

Special equipment or materials: Projectors, microscopes
Results so far: Good
Written description: No

Description and purpose:

This course covers the usual areas of elementary science. The main purpose is to continue and develop science. It is being evaluated by teachers.

T. L. McDonnell, Principal
Cathlamet Grade School, Cathlamet School District No. 150
Cathlamet, Wahkiakim County

District Size: Group IV—250-999 enrollment

Science

Program Statistics:
Subject(s): Science
Grade(s): 3-8
Year began: 1959
Number of students: 450
Number of teachers: 13
Approx. mental ability: All
Time: 3-6, 100 min. per week; 7-8, 120 min. per week
Number of weeks: 13

Special equipment or materials: D. C. Heath Co. science textbook series
Results so far: Very acceptable by parents, students and teachers.
Written description: No
Observation of program: Any time

Description and purpose:

This science program is continuing for grades 3 through 8 for all students. The more able students develop extra projects and experiments. The main purpose of the program is to prepare the students for the scientific age. Evaluations are based on comparisons of test scores at the beginning of the year and later.

Stanley Ryder, Superintendent
College Place School District No. 250
College Place, Walla Walla County

District Size: Group IV—250-999 enrollment

Science Laboratory Table and Equipment for Science Demonstrations

Program Statistics:
Subject(s): Science
Grade(s): 5-8
Year began: 1961
Number of students: 110
Number of teachers: 1
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: Moveable science table and equipment
Results so far: Good at first
Written description: No

Description and purpose:

Science is provided to an 8th grade and two 7th grades to create more interest in science by use of demonstrations.

Paul J. Anglin, Principal
Onalaska Elementary School, Onalaska School District No. 300
Onalaska, Lewis County

District Size: Group IV—250-999 enrollment

Emphasis on Science in the Grade School

Program Statistics:
Subject(s): Science
Grade(s): 5-8
Year began: 1960
Number of students: 100
Number of teachers: 4
Approx. mental ability: Average
Time: 150 minutes per week
Number of weeks: 36

Special equipment or materials: Mobile laboratory
Results so far: Better understanding of science and terminology used in the fields of science.
Written description: No
Observation of program: Fall 1962

Description and purpose:

A mobile laboratory is used for science demonstrations for students in grades 5-8. The purpose of the program is to increase the students' interest in science. Evaluation is made by the high school science instructor.

Fred Snodgrass, Eighth Grade Instructor
Quinault Lake Elementary, Quinault School District No. 97
Amanda Park, Grays Harbor County

District Size: Group IV—250-999 enrollment

Science Laboratory Experiences in Grades 5-7

Program Statistics:
Subject(s): Physical and biological science, human body, health
Grade(s): 5-7
Year began: 1961
Number of students: 60
Number of teachers: 1
Approx. mental ability: Average
Time: 150 minutes per week
Number of weeks: School year

Special equipment or materials: New science and health materials, plus new texts (Macmillan Science Life Series)
Results so far: Students and teachers approve, but have had complaints about increased quantity of work by students and their parents.
Written description: No
Observation of program: Any Friday morning

Description and purpose:

Students study assignments from texts and resource materials in regular classrooms for 45 minutes on Monday and Wednesday. On Friday they have 60 minutes with the science teacher in "lab" for individual and group demonstrations.

The main purpose is to give students the benefit of special teacher talents and to make a limited amount of equipment available to all. Evaluation is through teacher-made tests and students' opinions.

Donald L. Rogers, District Principal
Southside School District No. 42
Shelton, Mason County

District Size: Group V—100-249 enrollment

Addition of Washington History

Program Statistics:

Subject(s): Washington State History—Social Studies

Grade(s): 8

Year began: 1961

Number of students: 60

Number of teachers: 2

Approx. mental ability: Full range

Time: 300 minutes per week

Number of weeks: 18

Special equipment or materials: Textbooks, filmstrips, maps, charts

Results so far: Unknown

Written description: No

Observation of program: During 2nd semester

Description and purpose:

Washington History is offered in the eighth grade in order to take the pressure off the high school curriculum. It is being evaluated by principals and teachers.

Howard F. Boulton, Elementary Supervisor
Concrete Grade School, Upper Skagit Valley School District No. 102
Concrete, Skagit County

District Size: Group IV—250-999 enrollment

Departmentalized Intermediate Program

Program Statistics:

Subject(s): Science, Music, Arithmetic, Health/Physical Education and Art

Grade(s): 5, 6, 7

Year began: 1958

Number of students: 400 (200 each school)

Number of teachers: 15 (both schools)

Approx. mental ability: Full range (no ability grouping)

Time: 725 minutes per week

Number of weeks: 36

Special equipment or materials: Overhead projectors, micro-projector, opaque projectors, tape recorder, TV

Results so far: Encouraging. Far greater range of material covered in areas mentioned than had been experienced previously.

Written description: No

Observation of program: After September 30

Description and purpose:

Three 45-minute periods each afternoon are used to carry out the program. Science and health classes meet daily with music and art on alternate days. Each teacher is assigned an area of instruction in which his/her skills or interest is best used to advantage.

In the other school, students meet in special groups for science, arithmetic, music, art and physical education.

The main purpose of the program in each school is to insure adequate coverage of areas in the curriculum which, in the past, have sometimes received less than adequate treatment, to integrate the junior high program, and to make greater use of individual teacher skills.

Gordon Birklid, Principal, Hillcrest Elementary
Mrs. M. C. Burn, Principal, Mt. Pilchuck
Lake Stevens School District No. 4
Lake Stevens, Snohomish County

District Size: Group III—1,000-1,999 enrollment

Grouping for 7th and 8th Grade Math and Science

Program Statistics:

Subject(s): Math and Science

Grade(s): 7 and 8

Year began: 1960

Number of students: 195 to 200

Number of teachers: 8

Approx. mental ability: High to low average

Time: 225 minutes per week

Number of weeks: Total school year

Special equipment or materials: Film, filmstrips, controlled reader, overhead projector, opaque projector, plastic figures, large slide rule, barometers, portable labs, microscopes, science and math magazines.

Results so far: We are extremely pleased with results so far.

Written description: Yes

Observation of program: Any time during the afternoon of the regular school year.

Description and purpose:

The program was originally established for two groups within each grade level, one group consisting of gifted and above-average achievers and the second group consisting of average and below-average achievers.

The main function of the program is to challenge better students, as well as to assist late-entering students or students of insufficient academic background. Students may move from one group to the other. The student involved and the teacher decide whether the student is to take the step.

Robert B. McFarland, Principal
Lutacaga Elementary School, Othello School District No. 147-163
Othello, Adams County
District Size: Group III—1,000-1,999 enrollment

Homogeneous Grouping in Grades 7-8

Program Statistics:

Subject(s): English, Math, Science, Social Studies, Literature

Grade(s): 7-8

Year began: 1960

Number of students: 250

Number of teachers: 8

Approx. mental ability: All

Time: 900 minutes per week

Number of weeks: 36

Special equipment or materials: Scott Foresman experimental math-literature instead of reading-lab science

Results so far: Measurable academic improvement. Some social stigma; mixed parental comments.

Written description: Yes

Observation of program: Call for appointment

Description and purpose:

Departmentalized instruction, with enrichment materials, is used for the more able students. The main purpose is to provide an enriched program for the more gifted students and to reduce performance spread. Leadership is encouraged in the average group as well as in the advanced. Teacher-opinion and standardized tests are used in the evaluation.

Robert Childs, Prin. Vashon Elem., and H. A. DeHope, Prin. Burton Elem.
Vashon Island School District No. 402
Vashon and Burton, King County
District Size: Group III—1,000-1,999 enrollment

Home Economics and Industrial Arts

Program Statistics:
Subject(s): Home Economics and Industrial Arts
Grade(s): 7-8
Year began: 1961
Number of students: 85
Number of teachers: 2
Approx. mental ability: Average
Time: Boys, 60 minutes per week; Girls, 60 minutes per week.
Number of weeks: School year
Special equipment or materials: None
Results so far: Students and parents like it.
Written description: No
Observation of program: Any time

Description and purpose:

A new industrial arts building has made it possible for this district to offer homemaking and industrial arts.

Ralph Brown, Principal
Davenport Grade School, Davenport School District No. 207
Davenport, Lincoln County

District Size: Group IV—250-999 enrollment

Departmental Classes in Grades 7 and 8

Program Statistics:
Subject(s): English, Mathematics, Social Science, Science, Music and Reading
Grade(s): 7 and 8
Year began: 1958
Number of students: 90
Number of teachers: 3
Approx. mental ability: All
Time: 385 minutes per week
Number of weeks: 36
Special equipment or materials: Library, laboratory and reference materials.
Results so far: Very well liked by both parents and students.
Written description: No
Observation of program: Any time

Description and purpose:

All students in grades 7 and 8 are departmentalized. Classes are arranged according to student's achievement record. The main purpose is to give students the advantage of having specialized teachers.

Albert L. Pitzer, Principal
La Center Elementary School, District No. 101
La Center, Clark County

District Size: Group IV—250-999 enrollment

Semi-Departmental 6-7-8 Grades

Program Statistics:
Subject(s): Language Arts, Social Studies, Math, Science, Reading and Physical Education
Grade(s): 6-7-8
Year began: 1960
Number of students: 150
Number of teachers: 5
Approx. mental ability: Average
Time: 1,800 minutes per week
Number of weeks: Continuing
Special equipment or materials: None
Results so far: Nothing conclusive but students are entering 9th grade better prepared.
Written description: No
Observation of program: Any time after first week of school

Description and purpose:

Students receive one hour of instruction each day under specialized instructors in math and science, have a two-hour block of time in language arts and social studies, one hour in an ungraded reading program, and one hour for music, art, P.E., remedial or other non-daily activities.

The main purpose is to obtain the advantages of a departmental program without losing all advantages of the self-contained classroom.

Evaluation is based on levels of achievement at 9th grade weighed against prior achievement levels of 9th grades as determined by standardized tests.

Walter A. Hansen, Principal
Morton Elementary School, Morton School District No. 214
Morton, Lewis County

District Size: Group IV—250-999 enrollment

Departmentalized Instruction in 7th and 8th Grades

Program Statistics:
Subject(s): Math, Science, Social Studies, English
Grade(s): 7-8
Year began: 1961
Number of students: 120
Number of teachers: 5
Approx. mental ability: Average
Time: All minutes per week
Number of weeks: Annual
Special equipment or materials: AVE equipment
Results so far: Not time
Written description: Yes
Observation of program: Open

Description and purpose:

The purpose of the departmentalization was to create a seven-period day thereby affording individual teachers a planning and counseling period. This plan also allowed the district to group students by ability. A testing program will be adopted for evaluation purposes.

Richard Rosacrans, Principal
Rochester Elementary, Rochester School District No. 401
Rochester, Thurston County

District Size: Group IV—250-999 enrollment

Advanced Science-Mathematics

Program Statistics:
Subject(s): Science-Math
Grade(s): 7-8
Year began: 1961
Number of students: 55
Number of teachers: 3
Approx. mental ability: Above average
Time: 235 minutes per week
Number of weeks: 36
Special equipment or materials: Texts, supplementary books—lab equipment (N.D.E.A.)
Results so far: Interests have been stimulated and the classes are more evenly grouped in ability.
Written description: No
Observation of program: Any time

Description and purpose:

Seventh and eighth graders are ability-grouped in mathematics, with the advanced eighth graders receiving algebra. More emphasis is being placed on the science program—more lab work. General science is now offered to advanced 8th grade students.

Selection is based on achievement tests and teacher-evaluations. The main purpose of the program is to build interest and to give advanced training as capabilities permit.

Richard L. Burrell, Principal
Littlerock Elementary School, Littlerock School District No. 332
Littlerock, Thurston County

District Size: Group V—100-249 enrollment

Remedial Assistance for Below Average Achievers

Program Statistics:
Subject(s): Reading, Spelling, Arithmetic
Grade(s): 1-7
Year began: 1960
Number of students: 8
Number of teachers: 1
Approx. mental ability: Below average
Time: 150 minutes per week
Number of weeks: Variable
Special equipment or materials: Teacher-made teaching aids
Results so far: Most pupils in this program have strengthened their weak areas.
Written description: No

Description and purpose:

A student is chosen only after parental request, and only then if the teacher agrees that a need exists. The teacher is non-certified but has had training in remedial education. Parents pay directly to this teacher, and the school furnishes available texts not presently needed in the regular classrooms. The student's work is in addition to, not in lieu of, other classroom work.

The main purpose is to give individual help to under-achievers in their weak areas. Evaluation is through regular classroom evaluation techniques.

Donald L. Rogers, District Principal
Southside School, Southside School District No. 42
Shelton, Mason County

District Size: Group V—100-249 enrollment

Enrichment Program for Grades 6, 7, 8

Program Statistics:

Subject(s): Music, Art, Industrial Arts, Homemaking, Physical Fitness, Health

Grade(s): 6-8

Year began: 1960

Number of students: 90

Approx. mental ability: All pupils

Time: 400 minutes per week

Number of weeks: Areas of emphasis change each quarter for each grade.

Special equipment or materials: Shop materials and tools, art materials and tools, tape recorder, piano

Results so far: Well accepted by teachers and parents. Enjoyed by students.

Written description: No

Observation of program: During second semester.

Description and purpose:

Each participating grade receives experiences in music, art, homemaking for girls, shop for boys, health and physical fitness. All pupils in grades 6, 7, and 8 participate.

The program is evaluated by the teaching staff and the county curriculum consultant. The purpose is to provide additional creative growth experiences in art, music, and industrial arts, to develop physical fitness, and to foster better health habits.

Robert B. Walker, Principal
Yacolt Elementary School, Yacolt School District No. 104
Yacolt, Clark County

District Size: Group V—100-249 enrollment

Special Education School

Program Statistics:

Subject(s): Special Education

Grade(s): 1-8

Year began: 1958

Number of students: 50

Number of teachers: 4

Approx. mental ability: Handicapped to gifted

Time: All minutes per week

Number of weeks: Entire school year

Special equipment or materials: Lapidary equipment — kiln — tape recorder — special education materials and books.

Results so far: Both individuals in the program and individuals in regular classes have benefited.

Written description: Yes

Observation of program: Any time

Description and purpose:

Arlington, Lakewood, Stanwood and Darrington established this centralized school at Silvana. In 1958-59 it operated in two rooms (30 pupils); in 1959-60 it operated in three rooms and had added a school psychologist; in 1960-61 a speech therapist was added; and in 1961-62 it had grown to a four-room operation (50 students).

Marvin Hendrickson, Director
Opportunity School, Arlington School District No. 16
Arlington, Snohomish County

District Size: Group III—1,000-1,999 enrollment

Elementary Testing and Guidance

Program Statistics:
Subject(s): Guidance and Counselling
Grade(s): K-8
Year began: 1959
Number of students: All
Number of teachers: 1⅓

Special equipment or materials: None
Results so far: Excellent
Written description: No
Observation of program: Any time

Description and purpose:

Coordinated testing, both group and individual, is provided. Individual counseling, using test results, is available to grades 5-8. Prevocational guidance is introduced in grades 7 and 8, and educational planning in grade 8 only.

Evaluation is by teachers, counselors, parents and administration. The main purpose of the program is to assist pupils in developing to their fullest potentials.

Earl Moos, Coordinator of Elementary Testing
Betz Elementary School, Cheney School District No. 360
Cheney, Spokane County

District Size: Group III—1,000-1,999 enrollment

Ability Grouping—Fast Learners (Average to Above Average)
Slow Learners (Low-Average to Below Average)

Program Statistics:
Subject(s): All
Grade(s): 6-7
Year began: 1960
Number of students: 200
Number of teachers: 4
Approx. mental ability: All ranges
Time: All minutes per week
Number of weeks: All

Special equipment or materials: Enrichment and remedial materials
Results so far: Good. Acceptance by parents has been excellent.
Written description: No
Observation of program: Special written appointment

Description and purpose:

Students are grouped homogeneously for purposes of instruction at the levels at which they are assigned. The main purpose of the program for fast learners is enrichment. For the slow learners, the purpose is to maintain a learning situation at a pace that enables the teacher to effectively employ a remedial or special education approach to practically all academic areas.

Evaluation is through achievement and intelligence tests and teacher evaluation.

Robert P. Lawrence, Principal
Terrace Heights Elementary, Moxee School District No. 90
Yakima, Yakima County

District Size: Group III—1,000-1,999 enrollment

Ungraded Rooms for Those Needing Special Help in Some Areas, and Specialized Help for Those Who are Handicapped (speech, emotionally, or mentally)

Program Statistics:

Subject(s): Areas determined by each individual's ability to fit into one of two groups

Grade(s): (3-4) (5-8)

Year began: 1960

Number of students: 15 to 21 each

Number of teachers: 2

Approx. mental ability: Handicapped to average

Number of weeks: Until improved enough to enter regular class

Special equipment or materials: Mostly Houghton-Mifflin material is used.

Results so far: It is doing the job desired at the present time.

Written description: No

Observation of program: By appointment

Description and purpose:

This program which includes two ungraded rooms, allows the other rooms to go faster and at the same time gives the child needing help a chance to catch up with his class. It also gives the emotional child an opportunity to work without pressure. The classes are arranged according to ability and need.

The main purpose of the program is to develop each child to the best of his ability. The results are evaluated by all the teachers in our school.

Willis P. McCoy, Principal
Moxee Elementary School, Moxee School District No. 90
Moxee, Yakima County

District Size: Group III—1,000-1,999 enrollment

Elementary Library Services

Program Statistics:

Subject(s): Library

Grade(s): 1-8

Year began: 1961

Number of students: 1,200

Number of teachers: 1

Approx. mental ability: All

Time: Library open 7 hrs. daily

Number of weeks: 36

Special equipment or materials: Library books and related materials

Results so far: Spread "too thin" to be as effective as desired.

Written description: No

Description and purpose:

This program represents the first step toward providing a central library and librarian for each elementary school. It is being evaluated by the Curriculum Evaluation Committee.

Duaine Parish, Principal
Goodman School, Peninsula School District No. 401
Gig Harbor, Pierce County

District Size: Group III—1,000-1,999 enrollment

Revised Reporting System

Program Statistics:
Subject(s): All
Grade(s): 1-8
Year began: 1960
Number of students: 315
Approx. mental ability: All

Special equipment or materials: New report cards
Results so far: Satisfactory
Written description: Yes
Observation of program: End of first 9-week period

Description and purpose:

The new reporting system provides: released time for teacher to confer with parents, advisory conferences for 8th graders going into high school, and nine-week report cards continuing a dual-marking system (achievement and effort).

The main purpose of this new plan is to develop a better two-way communication system between the home and the school. Local interest stimulated the formulation of this plan.

Roger J. Webster, Principal
Brewster Grade School, Brewster School District No. 111
Brewster, Okanogan County

District Size: Group IV—250-999 enrollment

7-8 Grade Enrichment Program

Program Statistics:
Subject(s): Partial departmentalizing
Grade(s): 7-8
Year began: 1961
Number of students: 50
Number of teachers: 3
Approx. mental ability: 90-140
Time: 675 minutes per week
Number of weeks: All school year

Special equipment or materials: None
Results so far: Good; students show desire to continue; community and school enthusiastic
Observation of program: Any time

Description and purpose:

District No. 204 recently changed from a home-room arrangement to a partial departmentalized situation. No control groups are possible, but the district hopes to evaluate achievement, interest, and behavior. The main purpose of the program is to add electives for enrichment for upper elementary students.

Alan Milne, Principal
Harrington Grade School, Harrington School District No. 204
Harrington, Lincoln County

District Size: Group IV—250-999 enrollment

Special Education Program

Program Statistics:

Subject(s): Basic subjects plus handcrafts and physical exercises

Grade(s): 1-8

Year began: 1960

Number of students: 10

Number of teachers: 1

Time: Full time

Special equipment or materials: Various hand tools as well as special texts and mimeographed materials

Results so far: Children are happier and are making some progress in academic as well as craft work

Written description: No

Observation of program: October to April

Description and purpose:

An attempt is being made to fit a program to the individual need of each handicapped child. The children are responding quite favorably; they are developing some confidence in themselves. The main purpose of the program is to give special help to physically and mentally handicapped. Evaluation is by the director of special education for the Wenatchee Public Schools.

Mrs. Lulu Moritz, Teacher
Leavenworth School District No. 128
Leavenworth, Chelan County

District Size: Group IV—250-999 enrollment

Departmentalization

Program Statistics:

Grade(s): 6-8

Year began: 1960

Number of students: 160

Special equipment or materials: None

Written description: No

Observation of program: Any time

Description and purpose:

Departmentalization in the two elementary schools enabled the district to enrich the program in the areas of science, foreign language, and reading. Blocks of time are scheduled. The purpose of the program is to utilize the special talents of teachers and to present a junior high-type program.

Darrell Smith, Principal
East Liberty Elementary, Liberty School District No. 362
Spangle, Spokane County

District Size: Group IV—250-999 enrollment

Departmental 7 and 8 Grade

Program Statistics:
Subject(s): All
Grade(s): 7 and 8
Year began: 1960
Number of students: 32
Number of teachers: 6
Approx. mental ability: Average
Time: All
Number of weeks: All

Special equipment or materials:
None
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

District No. 308 has recently departmentalized grades 7 and 8. The high school science teacher teaches science; the high school math teacher handles math; the same pattern is followed in physical education and music. Evaluation is through trial and error. The main purpose of the program is to bring subject area specialists to the students.

Julias Yenney, Principal
Endicott Elementary, Endicott School District No. 308
Endicott, Whitman County

District Size: Group V—100-249 enrollment

I.Q. and Basic Skill Testing Program

Program Statistics:
Subject(s): All
Grade(s): 1-8
Year began: 1961
Number of students: 75

Special equipment or materials:
Testing books
Results so far: Good
Written description: No
Observation of program: October

Description and purpose:

The testing program was designed to determine achievement levels and the corresponding abilities needed to work at these levels.

Don C. Marley, Head Teacher
Queets-Clearwater School District No. 20
Amanda Park, Jefferson County

District Size: Group VI—99 or fewer enrollment

Central Library

Program Statistics:
Subject(s): All
Grade(s): 1-8
Year began: 1960
Number of students: 49
Number of teachers: 4
Approx. mental ability: Average
Time: Varies widely
Number of weeks: 36

Special equipment or materials: None
Results so far: Best result so far is shown by an increase in the use of the mobile library
Written description: No
Observation of program: Any time

Description and purpose:

This program is considered new, because the only access to library books previously was through the mobile library. The library is now operated by the students, and efforts are being made to accumulate materials, especially in the areas of science, math, art, and social studies. The main purpose is to encourage the children to read more and in a greater range of areas.

Ray L. Smith, Principal
Hay Grade School, Consolidated District No. 205
Hay, Whitman County

District Size: Group VI—99 or fewer enrollment

Programs Involving Elementary and Junior High . . .

Remedial Reading

Program Statistics:
Subject(s): Reading
Grade(s): 6-9
Year began: 1961
Number of students: 40-75
Number of teachers: 1
Approx. mental ability: Below average
Time: 60-120 minutes per week
Number of weeks: 8-36

Special equipment or materials: Accelerator SRA Lab., books, workbooks, home made charts, devices.
Written description: Yes

Description and purpose:

This program uses various means in an effort to improve the reading of students who are not reading up to grade level. Evaluation is by testing and observation.

William Oliver, Principal
North Kitsap Jr. H. S., North Kitsap School District No. 400
Poulsbo, Kitsap County

District Size: Group III—1,000-1,999 enrollment

Reading Ability Groups

Program Statistics:
Subject(s): Reading
Grade(s): 6 and 7
Year began: 1960
Number of students: 186
Number of teachers: 7
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: S.R.A. Lab.—special ability materials
Results so far: The feeling is that top readers and low readers have been helped by the program.
Written description: No
Observation of program: Just before the second semester

Description and purpose:

Sixth and seventh graders are grouped according to reading ability. An additional teacher is used to make the groups smaller. Constant revision of textbooks and materials is essential to provide the variety necessary to make the plan work. Students are moved from one group to another as reading skills dictate. The top group is concerned with communicative skills other than reading.

The purpose of the program is to improve reading skills at various reading ability levels. Teachers involved in the program are evaluating it constantly.

Frank W. Baker, Principal
White River Junior High and Upper Elementary
White River School District No. 416
Buckley, Pierce County

District Size: Group III—1,000-1,999 enrollment

Special Reading Program

Program Statistics:
Subject(s): All
Grade(s): 5, 6, 7, 8
Year began: 1959
Number of students: 327
Number of teachers: 12
Time: 195 minutes per week
Number of weeks: All year

Special equipment or materials: Charts, phonetic cards, readers and reference materials.
Results so far: Have been most gratifying
Written description: No
Observation of program: Any time

Description and purpose:

All students are grouped according to ability and needs. The main purpose of the program (similar to the Joplin Plan) is to improve all reading skills. The program is constantly being evaluated by the teachers, and special reading tests are given periodically.

A. R. Hegre, Elementary Supervisor
Deer Park Elementary School, Deer Park School District No. 414
Deer Park, Spokane County

District Size: Group IV—250-999 enrollment

Non-Graded Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1958
Number of students: 225
Number of teachers: 9
Approx. mental ability: All
Time: 300-370 minutes per week
Number of weeks: 36

Special equipment or materials: SRA Lab. Controlled Reader—Phonetic keys to reading—reading skill builders
Results so far: Very favorable
Written description: Yes
Observation of program: October

Description and purpose:

Pupils are grouped homogeneously according to reading ability. Grade lines are crossed. Accelerated pupils can move on rapidly; slow students work with pupils of their own ability. Pupils advance when ready.

The main purpose is to develop better readers. Pupils learn independent word study while improving in speed and comprehension. Evaluation is based on standardized and teacher-made tests.

Walter A. Hansen, Principal
Morton Grade and Junior High School, Morton School District No. 214
Morton, Lewis County

District Size: Group IV—250-999 enrollment

Reading Improvement

Program Statistics:
Subject(s): Reading
Grade(s): 6, 7, and 8
Year began: 1961
Number of students: 150
Number of teachers: 1
Approx. mental ability: All levels
Time: 250 minutes per week
Number of weeks: 27

Special equipment or materials: S.R.A. Reading Lab.
Results so far: Most have raised reading ability at least one grade
Written description: No
Observation of program: Any time

Description and purpose:

This plan combines the S.R.A. Lab with oral reading and phonics and vocabulary drills. Its main purpose is to improve general reading ability. Reading tests are used in the evaluation.

Norva Edmonds, Instructor
Ponderosa School, Riverside District No. 416
Milan, Spokane County

District Size: Group IV—250-999 enrollment

Controlled Reading

Program Statistics:
Subject(s): Reading
Grade(s): 5-6-7-8-9
Year began: 1958
Number of students: 260
Number of teachers: 9
Approx. mental ability: (all reading classes)
Time: 225 minutes per week
Number of weeks: 6

Special equipment or materials: Viewlex, Controlled Reader, program strip films.
Results so far: Teachers believe that speed and accuracy of reading is improved and that much of the gain is maintained.
Written description: No
Observation of program: Program is scheduled throughout the year —starting after first six weeks

Description and purpose:

For a period of six weeks the controlled reader was scheduled for grades 5 through 9 as a supplement to the regular reading program. Programed strip films are used at various grade levels. Vocabulary words used in the story are discussed before the story is shown on the screen. The story is given at a set speed with speed increased in further showings. Divisions within the group are made according to accuracy. Questions are given at the end of the viewing. Individual records are kept.

The purpose is to increase the reading speed of the individual child while maintaining accuracy. Teacher evaluation is used.

H. Southworth, Principal
Yelm Grade School, Yelm School District No. 2
Yelm, Thurston County

District Size: Group IV—250-999 enrollment

TV Foreign Language

Program Statistics:
Subject(s): German
Grade(s): 5-7
Year began: 1960
Number of students: 7,000
Number of teachers: 2 TV teachers and classroom teachers
Time: 75 minutes per week
Number of weeks: 36

Special equipment or materials: Television
Results so far: Good (Research reports are available upon request)
Written description: Yes
Observation of program: Any time

Description and purpose:

This program teaches conversational German via television 15 minutes daily. The main purpose is to teach a foreign language while experimenting with the use of television in the classroom. The Research Department evaluates the program in terms of test results, opinions of teachers and pupils, etc.

Mr. Glen Minard, Assistant Superintendent of Schools
Spokane School District No. 81
Spokane, Spokane County
District Size: Group I—More than 20,000 enrollment

Foreign Language in Elementary Schools

Program Statistics:
Subject(s): Spanish
Grade(s): 3-7
Year began: 1959
Number of students: Gr. 3-6, 1,860; Gr. 7, 148—Total 2,008
Approx. mental ability: Average
Time: Gr. 3-6, 75 min. per week; Gr. 7, 250 min. per week.
Number of weeks: Entire school year.

Special equipment or materials: Texts, tapes, records, film strips, films, reference books, T.V.
Results so far: Good. Students and parents favor it; teachers are working hard.
Written description: Yes
Observation of program: Beginning November—better later in the year.

Description and purpose:

Elementary Spanish is taught in the regular classroom with as much correlation with other subjects as possible. The main purpose of the program is to develop some conversational competence in the language and to create a desire to go further and study other languages. Evaluation is by teacher's judgment.

Regular teachers instruct in Spanish in elementary schools with the assistance of a consultant who works half days. Teachers attend an inservice class each week; many have taken college courses in Spanish. Adult education classes are also being attended. Several have studied in Mexico.

Mrs. Eileen Spalding, Elementary and Junior High Consultant
Olympia Administration Building, District No. 1
Olympia, Thurston County
District Size: Group II—2,000-19,999 enrollment

Exploratory Language

Program Statistics:
Subject(s): Latin, German
Grade(s): 6, 7, and 8
Year began: 1961
Number of students: 15-25
Number of teachers: 1
Approx. mental ability: Above average
Time: 250 minutes per week
Number of weeks: 27
Special equipment or materials: None
Results so far: Excellent
Written description: No
Observation of program: Any time

Description and purpose:

The program exposes students to foreign languages in order to promote interest in the language program and stimulate skills in English. Periodic tests are used in the evaluation.

Norva Edmonds, Instructor
Ponderosa School, Riverside District No. 416
Milan, Spokane County

District Size: Group IV—250-999 enrollment

New Approaches to Mathematics

Program Statistics:
Subject(s): Math
Grade(s): 6, 7
Year began: 1961
Number of students: Grade 7, 450; Grade 6, 32.
Number of teachers: 6
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: All school year
Special equipment or materials: Scott Foresman's New Arithmetic and S.M.S.G. materials
Results so far: High student interest
Written description: No
Observation of program: Any time

Description and purpose:

The program was initiated in one of the seventh-grade sections in March, 1961. It was expanded to include the entire seventh grade in September, 1961. The students follow text materials quite closely.

The purpose is to revitalize mathematics at grades 7, 8, and 9. Standardized tests are given to evaluate the program.

Albert C. Brown, Assistant Superintendent
Kent Public Schools, District No. 415
Kent, King County

District Size: Group II—2,000-19,999 enrollment

Ability Grouping in Arithmetic

Program Statistics:
Subject(s): Math
Grade(s): 4 to 9
Year began: 1958
Number of students: 900
Number of teachers: 21
Approx. mental ability: Full range
Time: 200 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: More capable students gain a full year of math at end of 7th year. Regular algebra is taken in 8th grade. High school math moved up 1 year, and calculus offered in senior year.
Written description: No
Observation of program: October

Description and purpose:

The student is placed in one of five ability groups at a given grade level and allowed to progress faster or slower as the group identification dictates. It is possible at the end of the 7th grade year to have completed eight conventional grades of math. In the 8th grade some of the faster students could take conventional 9th grade algebra, while a slow group might be working to capacity by doing 6th or 7th grade-level work.

L. E. Scroup, Walter Hotsko, William Weber, Principals
Cascade, Olympic and R. E. Bennett Schools, Chehalis S. D. No. 302
Chehalis, Lewis County

District Size: Group III—1,000-1,999 enrollment

Elementary Lab. Science

Program Statistics:
Subject(s): Elementary Sciences
Grade(s): 1-7
Year began: 1961
Number of students: 190
Number of teachers: 7 and 1 special
Approx. mental ability: Average
Time: 45 minutes per week
Number of weeks: 36

Special equipment or materials: Portable lab., necessary kits
Results so far: Awakened interest and a more complete learning.
Written description: Being prepared.
Observation of program: After October 1, 1962.

Description and purpose:

A special room has been equipped for science instruction with the students moving to that room. An aquarium, a terrarium, a portable lab, and unit kits are now available. The program is evaluated through teacher-parent-administrative conferences and testing.

Irvin W. Ricketts, Superintendent-Elementary Principal
Paul Rumburg School, Entiat School District No. 127
Entiat, Chelan County

District Size: Group IV—250-999 enrollment

Educational Television in Classroom

Program Statistics:
Subject(s): Music, Art, Science, Foreign Language, Washington History.
Grade(s): 1 through 9
Year began: 1960
Number of students: 1,201
Number of teachers: 0
Approx. mental ability: Average
Time: 20-120 minutes per week
Number of weeks: 36
Special equipment or materials: Television sets, elementary Spanish story books.
Results so far: Some areas good; others questionable. Generally good.
Written description: Yes
Observation of program: Any day

Description and purpose:

Students view educational television on regular scheduled basis. All teaching is done on T.V., but classroom teachers do some supplementation. No selection is involved. Evaluations are based on teacher-comments and reports of evaluation committees. The main purpose of the program is to approach "master teaching" in several areas of the curriculum.

Robert C. Hall, Superintendent
Fife School District No. 417
Tacoma, Pierce County

District Size: Group III—1,000-1,999 enrollment

Use of Educational T.V.

Program Statistics:
Subject(s): Science, Music and History
Grade(s): 1-9
Year began: 1961
Number of students: 350
Number of teachers: 20
Approx. mental ability: All
Time: 20-30 minutes per week
Number of weeks: 18
Special equipment or materials: T.V. sets
Results so far: Most helpful for teachers who feel inadequate in subject matter.
Written description: No
Observation of program: October, 1962.

Description and purpose:

The programs include science, music, Washington history and mathematics. The programs are evaluated through teachers' subjective observations. The main purpose of the program is to acquaint teachers with the use of T.V. before expanding the program after Yakima County gets its broadcasting equipment.

Ned Phillips, Superintendent of Schools
Naches Valley School District No. 3
Naches, Yakima County

District Size: Group III—1,000-1,999 enrollment

Junior High Programs in Grades 7-9 Only...

Crafts

Program Statistics:

Subject(s): Leatherwork, copper tool work

Grade(s): 7-9

Year began: 1960

Number of students: 35

Number of teachers: 2

Approx. mental ability: Average

Time: 200 minutes per week

Number of weeks: 18

Special equipment or materials: Leather kits, hand tools, leather supplies, copper sheeting, and supplies.

Results so far: Students have shown a great enthusiasm and interest. The program is giving them a hobby for outside school hours.

Written description: No

Observation of program: Second semester

Description and purpose:

This program is strictly a project in handicrafts which could develop interests in profitable hobbies. The products are teacher evaluated. The main purpose of the program is to give the junior high students an opportunity to develop creative interests in handwork.

Ralph G. Miller or Doyle Amos, Teachers, Junior High
Trout Lake School, District No. R-400
Trout Lake, Klickitat County

District Size: Group V—100-249 enrollment

Arts and Crafts

Program Statistics:

Subject(s): Wood, Leather

Grade(s): 7 and 8

Year began: 1961

Number of students: 14

Number of teachers: 1

Time: 225 minutes per week

Number of weeks: 36

Special equipment or materials: None

Results so far: Good

Written description: No

Observation of program: Not known at this time.

Description and purpose:

The room and the necessary tools were available prior to the inception of this program. The main purpose of the program is to help students who will not be going to high school. Evaluation of the program is based on attitudes, skills, and the finished project.

Don C. Marley, Head Teacher
Queets-Clearwater School District No. 20
Amanda Park, Jefferson County

District Size: Group VI—99 or fewer enrollment

Ninth Grade Typing

Program Statistics:
Subject(s): General typing
Grade(s): 9
Year began: 1961
Number of students: 80
Number of teachers: 1
Approx. mental ability: General
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Typewriter and typing manuals
Results so far: Satisfactory and up to expectations
Written description: No
Observation of program: Any school day

Description and purpose:

One year of general typing for students not continuing in the commercial field in high school is offered in the ninth grade. The main purpose is to teach the general use of the typewriter.

Clayton Goit, Principal
Toppenish Junior High School, Toppenish School District No. 202
Toppenish, Yakima County

District Size: Group II—2,000-19,999 enrollment

Team Teaching of English—Grade 9

Program Statistics:
Subject(s): English Literature and Composition
Grade(s): 9th
Year began: 1961
Number of students: 99
Number of teachers: 4
Approx. mental ability: Above average

Special equipment or materials: Overhead projector — student-purchased materials
Results so far: Good
Written description: Yes

Description and purpose:

The team consists of three teachers plus one librarian. The program employs both large and small group instruction. Selection of students is based on the SRA Placement Test and teacher-opinion.

The purpose of the program is to improve the quality of English instruction and to raise the interest of the student. Co-op English tests were given in September, 1961, and again in May, 1962.

Mahlon Douglas, Principal
Meridian Junior High, Kent School District No. 415
Kent, King County

District Size: Group II—2,000-19,999 enrollment

(English 2600) Programed Instruction

Program Statistics:
Subject(s): English Grammar
Grade(s): 9th
Year began: 1961
Number of students: 50
Number of teachers: 1
Approx. mental ability: Average to below
Time: 55 minutes per week
Number of weeks: 36

Special equipment or materials: English 2600 Programed Textbook (Harcourt, Brace and World, Inc.)

Results so far: Most of the students enjoy the program; some have reluctantly accepted it.

Description and purpose:

Programed textbooks are utilized in a grouped English class in grade 9. The texts supply remedial subject matter for below-average students, but, at the same time, act as self-accelerators for average and above-average students.

The main purpose of the program is to determine whether English 2600 can be used successfully either as a supplement to, or as a replacement of, conventional methods of teaching grammar. The results were to have been evaluated by teacher-made tests and standardized tests.

Raymond J. Brown, Principal
Newport High School, Newport Cons. Jt. School District No. 56-415
Newport, Pend Oreille County

District Size: Group IV—250-999 enrollment

Modified English, Grade 9

Program Statistics:
Subject(s): Language Arts
Grade(s): 9
Year began: 1960
Number of students: 25
Number of teachers: 1
Approx. mental ability: Below average
Time: 330 minutes per week
Number of weeks: 36

Special equipment or materials: Reading materials more nearly at level of ability.

Results so far: Intermediate—because program is limited to the 9th grade. Does help in pupil adjustment.

Written description: Yes
Observation of program: Fall

Description and purpose:

Reading, spelling, vocabulary, and composition materials near the achievement level of the students are used. The main purpose of the program is to provide a course for students who read at 3rd-7th grade level. Evaluation is by teacher judgment and some testing.

Mrs. Patricia Breedlove, English Instructor
Sultan Union High School District No. 112
Sultan, Snohomish County

District Size: Group IV—250-999 enrollment

The Reading Lab—To Teach Reading Skills

Program Statistics:
Subject(s): Reading
Grade(s): 7-8
Year began: 1961
Number of students: 1,510
Number of teachers: 13
Approx. mental ability: Average (no grouping)
Time: 270 minutes per week
Number of weeks: One year with application — 9-week concentrated program
Special equipment or materials: S.R.A. Reading Labs.
Results so far: Very good
Written description: Yes
Observation of program: Any time

Description and purpose:

This program starts the student "where he is" in independent reading and allows him to master the skills of that level as he proceeds at his own rate. The sequence includes exercises in comprehension, word study, and vocabulary building.

The main purpose of the plan is to maintain a program that is interesting, challenging, yet within the mental grasp of each child in the room. The results are being evaluated by comparing present test results with past tests results.

Margaret Addison, Curriculum Consultant
Bremerton School District No. 100C
Bremerton, Kitsap County

District Size: Group II—2,000-19,999 enrollment

Experimental Approach in the Team Teaching of Reading

Program Statistics:
Subject(s): Reading
Grade(s): 7th
Year began: 1961
Number of students: 360
Number of teachers: 12 plus a librarian, teacher's aide and reading specialist
Approx. mental ability: All 7th grade students
Time: 240 minutes per week
Number of weeks: 8
Special equipment or materials: Controlled reader, overhead projector, mimeographed material, reading texts, and other material used in various skill areas.
Results so far: Program has been received enthusiastically by students and teachers.
Written description: Yes
Observation of program: No schedule has been prepared at this time.

Description and purpose:

Seventh grade students in both morning and afternoon sections have been placed in eight homogeneous groups for seminar and individual-study periods. During the eight-week program, they spend four days in each of the following reading skill areas: choral reading, reading for pleasure, book reviews, plays, critical reading, oral reading, word analysis, and skim reading. Twenty minutes of this hour period is also spent in a large group situation in which the controlled reading program is utilized.

The main purpose of this program is to improve instruction in reading by offering better and increased learning opportunities in many skill and interest areas of reading. Results are appraised by administrators, teachers, and students. Some of the skill areas are tested.

Merle Vannoy, Vice Principal
Shumway Junior High School, Vancouver School District No. 37
Vancouver, Clark County
District Size: Group II—2,000-19,999 enrollment

Reading Improvement Program

Program Statistics:
Subject(s): Reading
Grade(s): 8
Year began: 1961
Number of students: 15
Number of teachers: 1
Approx. mental ability: 1st group, gifted; 2nd group, average and above average
Time: 125 minutes per week
Number of weeks: 12
Special equipment or materials: EDL Controlled Reader, Keystone Tachistoscope.
Results so far: Reading speed has been increased. With an increase of speed and difficulty of material, the test scores in comprehension remained generally the same, thus indicating an improvement in comprehension.
Written description: No

Description and purpose:

Students with an interest in improving reading comprehension and reading speed have volunteered for this program, which is being held before and after school and at noon, depending on the group. Controlled reading lessons are presented each day along with the Keystone Perceptual Span Development Series.

Evaluation is through pre- and post-test scores along with daily test scores.

Mrs. Leona Buker, Remedial Reading Teacher
Castle Rock School District No. 401
Castle Rock, Cowlitz County
District Size: Group III—1,000-1,999 enrollment

S.R.A. Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 7-8
Year began: 1961
Number of students: 116
Number of teachers: 5
Approx. mental ability: Varied
Time: 300 minutes per week
Number of weeks: 18
Special equipment or materials: S.R.A. Reading Kits
Results so far: Not used long enough for results to show definite validity.
Written description: No
Observation of program: Any time

Description and purpose:

The students use S.R.A. kits to develop better reading habits. Additional materials for room reading libraries will be added next year. Program is evaluated through the checking of reading-level improvement.

Harry E. Nottingham, Principal
David Thompson School, Colville School District No. 115
Colville, Stevens County
District Size: Group III—1,000-1,999 enrollment

S.R.A. Reading Laboratory

Program Statistics:
Subject(s): Reading
Grade(s): 7 and 8
Year began: 1961
Number of students: 145
Number of teachers: 3
Time: 220 minutes per week
Number of weeks: 9

Special equipment or materials: SRA kits
Results so far: Now being tested—apparently very good.
Written description: No
Observation of program: October

Description and purpose:

This plan utilizes power and rate-builder equipment for increasing reading ability and achievement. It is a self-development plan. The main purpose is to improve reading instruction. Evaluation is by the teacher.

James D. Walker, Principal
Michael T. Simmons School, District No. 333
Tumwater, Thurston County

District Size: Group III—1,000-1,999 enrollment

S.R.A. Reading Course

Program Statistics:
Subject(s): Reading
Grade(s): 7th and 8th
Year began: 1961
Number of students: 35
Number of teachers: 1
Approx. mental ability: Below average
Time: 200 minutes per week
Number of weeks: 36

Special equipment or materials: S.R.A. special kits
Results so far: Improvement and interest in outside reading as well.
Observation of program: Any time

Description and purpose:

A county reading specialist assists this district in S.R.A. planned program while using the library for additional reading. Those pupils needing remedial help are selected for this program. Tests are used in the evaluation.

Virginia Zimmerman, Teacher
Trout Lake School, District No. R-400
Trout Lake, Klickitat County

District Size: Group V—100-249 enrollment

Ability Grouping for Reading Instruction and Skills for 7th & 8th Grade

Program Statistics:
Subject(s): Reading
Grade(s): 7th and 8th
Year began: 1961
Number of students: 32
Number of teachers: 2
Approx. mental ability: Full range
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: S.R.A. Lab., junior high reading skills workbook.
Written description: No

Description and purpose:

The high ability group has a program of more and better reading, concentrating some on skills, while the low group is concentrating its efforts mostly on the development of reading skills, but retaining some time to read for enjoyment. The Iowa Basic Skills Test Record is used in the selection group. Evaluations are based on instructor-observations and skills tests. The main purpose of the program is to help retarded readers and to enrich the program for good readers.

Donald G. Tarver, Principal
Wishram High School, Wishram School District No. 94
Wishram, Klickitat County

District Size: Group V—100-249 enrollment

Introduction to Foreign Language

Program Statistics:
Subject(s): Foreign Language
Grade(s): 8-9
Year began: 1960
Number of students: 25-30
Number of teachers: 2
Approx. mental ability: Above average
Time: 100 minutes per week
Number of weeks: 30

Special equipment or materials: Language pamphlets
Results so far: Well accepted
Written description: No
Observation of program: Late fall

Description and purpose:

The class meets two periods per week and has one language introduced each semester. Students involved are above-average in ability and achievement. Selection is based on interest and past achievement.

Evaluations are based on student-parent reaction and the success of participants in regular foreign language classes. The main purpose of the program is to enrich the curriculum, to help students to overcome fear of foreign languages and to give a better basis for choice of "which language."

Donald Johnson, Foreign Language Teacher
Fife Junior-Senior High, Fife School District No. 417
5616-20th Ave. East, Tacoma, Pierce County

District Size: Group III—1,000-1,999 enrollment

7th and 8th Grade Foreign Language

Program Statistics:
Subject(s): Spanish and German
Grade(s): 7 and 8
Year began: 1960
Number of students: 145
Number of teachers: 2
Approx. mental ability: Slightly above average
Time: 130 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: Satisfactory
Written description: No

Description and purpose:

This program provides for daily instruction in foreign language, starting with the conversational approach. The main purpose is to provide greater depth in the instruction of a foreign language. It is being evaluated by the Curriculum Evaluation Committee.

Walt Sinko, Principal
Vaughn School, Peninsula School District No. 401
Gig Harbor, Pierce County

District Size: Group III—1,000-1,999 enrollment

Home Economics

Program Statistics:
Subject(s): Sewing, Cooking, Child Care, and Home Management
Grade(s): 7 and 8
Year began: 1960
Number of students: 12
Number of teachers: 1
Approx. mental ability: 100
Time: 50 minutes per week
Number of weeks: 18

Special equipment or materials: None
Results so far: Parents and pupils are enthusiastic. Progress gratifying.
Observation of program: Dependent on 1962-63 schedule

Description and purpose:

In the very limited time and with limited equipment, only a few projects can be completed. Basic homemaking skills are stressed. Students use commercial patterns with the construction of simple garments suitably designed to the individual. Foods and nutrition, with some preparation, are also discussed. Using the text, *Junior Home-Making* by Jones and Burnham, other phases are touched upon. Time is too short.

The purpose is to teach some basic home-making skills. The completed projects are teacher-evaluated.

Lucy M. Hamilton, Teacher
East Olympia School District No. 327
East Olympia, Thurston County

District Size: Group VI—99 or fewer enrollment

Industrial Arts for Girls

Program Statistics:

Subject(s): Allied Fields of Industrial Arts
Grade(s): 9-12
Year began: 1961
Number of students: 9
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 36
Special equipment or materials: Teacher-prepared job and information sheets. Shop facilities in areas of woodworking, electricity, and drawing.
Results so far: High interest has been exhibited by the students enrolled. Those not enrolled have also expressed interest in the activities of class.
Written description: Yes

Description and purpose:

In September, 1961, a regularly scheduled class, providing experiences in the major shop areas of woodworking, basic electricity, and mechanical drawing, was offered to the ninth-grade girls. The course was specifically designed to relate the above areas to the problems encountered in home ownership.

The main purpose of the program was to provide an integrated industrial arts program for girls, with an emphasis on the development of simple shop skills. The course also involved itself in problems of commodity production and distribution. Evaluation was by teacher-made tests, teacher-evaluation of projects, and teacher-evaluation of shop performance. The course will be offered again in September, 1963.

William A. Thamm, Industrial Arts Instructor
Sprague High School, Sprague School District No. 8
Sprague, Lincoln County

District Size: Group V—100-249 enrollment

UICSM High School Math (Algebra)

Program Statistics:

Subject(s): Mathematics
Grade(s): 9th
Year began: 1961
Number of students: 60
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 36
Special equipment or materials: UICSM textbooks
Results so far: Comparable to standard approach
Written description: No

Description and purpose:

This program stresses discovery rather than the learning of rules. As a student learns techniques (rules), he sees them as a part of the system of mathematics.

William Good, Principal
Hopkins Junior High School
Aberdeen, Grays Harbor County

District Size: Group II—2,000-19,999 enrollment

Algebra—Special—For Students Who Have Not Been Successful in Math

Program Statistics:

Subject(s): Algebra

Grade(s): 9th

Year began: 1958

Number of students: 60

Number of teachers: 1

Approx. mental ability: Below average

Time: 250 minutes per week

Number of weeks: 36

Special equipment or materials: None

Results so far: Successful

Written description: No

Observation of program: Any time

Description and purpose:

The program requires one full school year to complete the work that normally is completed in one semester. Basic mathematic manipulations are reviewed as the need arises.

The purpose is to give these pupils a new look at mathematics after having experienced eight years of failure in this area. Evaluations are based on pupil-response and standardized tests.

James W. Kent, Principal
Centralia Junior High School, Centralia School District No. 401
Centralia, Lewis County
District Size: Group II—2,000-19,999 enrollment

Programed Instruction in 9th Grade Elementary Algebra

Program Statistics:

Subject(s): Elementary Algebra

Grade(s): 9th

Year began: 1961

Number of students: 10

Number of teachers: 1 (assisted by 2 student teachers)

Approx. mental ability: Gifted and below average

Time: 55 minutes per week

Number of weeks: 36 weeks, high group; 18 weeks, low group

Special equipment or materials: TEMAC Programed Learning Materials in Algebra

Results so far: The response of students and teachers has been very satisfactory, and the cooperation of parents has been good.

Written description: Yes

Observation of program: Not known at present time.

Description and purpose:

Two small groups of 9th grade students are involved in this program; one group consists of superior students and one of remedial students. The program of the superior students is being enriched by the use of selected parts of *The Language of Algebra* by TEMAC and selected materials from *Modern Topics of Mathematics* (Harcourt, Brace and World). The remedial group is composed of students who were failing or near-failing at the end of the first semester in the regular algebra program.

C. W. Martin, Instructor, 9th Grade Algebra
Morgan Junior High School, Ellensburg School District No. 401
Ellensburg, Kittitas County
District Size: Group II—2,000-19,999 enrollment

Accelerated Mathematics Program

Program Statistics:

Subject(s): Algebra and Geometry
Grade(s): 8 and 9
Year began: 1960
Number of students: Algebra, 36; Geometry, 35.
Number of teachers: 2
Approx. mental ability: High
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: None
Results so far: The district is very pleased with the program. Enrollment: 9th, 370; 8th, 349.
Written description: No
Observation of program: Any time

Description and purpose:

A select group in the eighth grade is given algebra. These students then take geometry in the ninth grade. The junior high needed something to challenge the more gifted students. As a result the school offered this accelerated program.

Clinton J. Erickson, Principal
Lakota Junior High, Federal Way School District No. 210
Federal Way, King County

District Size: Group II—2,000-19,999 enrollment

Programed Instruction in Algebra 1—TEMAC

Program Statistics:

Subject(s): Algebra 1
Grade(s): 9
Year began: 1961
Number of students: 26
Number of teachers: 1
Approx. mental ability: Full range
Time: 250 minutes per week
Number of weeks: 36
Special equipment or materials: Programed instruction booklets with slides as manufactured by Encyclopedia Britannica, also films.
Results so far: Students like the program; results warrant continuing with perhaps some grouping.
Written description: Yes

Description and purpose:

Students have five booklets which contain the material for the entire program. Each student proceeds at his own pace not restricted by the rate of others. As he progresses, he uncovers correct answers—is reinforced immediately. Some students finish in three-fourths of a year. No student loses instruction time when absent or ill; upon his return he continues from the place he left off.

The immediate purpose is to compare the program with traditional classes to see whether student needs can be met better and also to see whether students can cover more material more effectively in a shorter time. It is evaluated through surveys of students' thinking, comparisons of test results with conventional classes, and reports by the instructor.

David C. Hartl, Assistant Superintendent
Camas Public Schools, Camas School District No. 117
Camas, Clark County

District Size: Group III—1,000-1,999 enrollment

Ability Grouping in Junior High Mathematics

Program Statistics:

Subject(s): Mathematics

Grade(s): 8

Year began: 1961

Number of students: 70

Number of teachers: 2

Approx. mental ability: Below average to above average

Time: 250 minutes per week

Number of weeks: School year

Special equipment or materials: Overhead projector, transparencies, Scott-Foresman enrichment math, felt boards, varied textbooks used to make ditto copies for supplementary work, films and other audio-visual materials.

Results so far: Improved student interest and initiative. Better teacher relations, and acquisition of more knowledge by students.

Written description: Yes

Observation of program: Any time

Description and purpose:

Eighth grade students are divided into three groups on the basis of I.Q. scores, achievement test scores in both arithmetic and reading, and observations and recommendations of teachers involved. The students are placed in different rooms with three different instructors.

One teacher geared the enrichment class to completing the necessary eighth grade mathematic material and to attaining many additional concepts. Another teacher taught the "average" group at the speed of the majority, while enriching according to need. The individuals in the slow group were taught with supplementary materials; they progressed at their own speeds.

Thomas D. Ernest, Principal
Evergreen Junior High, Evergreen School District No. 114
Vancouver, Clark County
District Size: Group III—1,000-1,999 enrollment

Algebra for 8th grade

Program Statistics:

Subject(s): Algebra

Grade(s): 8th (upper 20% of class)

Year began: 1960-61

Number of students: 30

Number of teachers: 1

Approx. mental ability: Above average

Time: 55 minutes per week

Number of weeks: 36

Special equipment or materials: New text, overhead projector

Results so far: The 8th grade students have been able to score as well as better 9th grade students.

Written description: Yes

Observation of program: Geometry will be offered this class as 9th graders. Appointment any time after first week of school.

Description and purpose:

This course is a complete algebra course with some topics of modern algebra added. The complete text, including all special or extra sections is covered. The main purpose is to give eighth graders algebra—an experiment with acceleration. The students are being graded on the same level as 9th graders.

Byron Leeper, Principal
Mead Junior High School, Mead School District No. 354
Spokane, Spokane County
District Size: Group III—1,000-1,999 enrollment

Pilot Program Using S.M.S.G. Mathematics

Program Statistics:

Subject(s): Mathematics
Grade(s): 7 and 8
Year began: 1961
Number of students: 30
Number of teachers: 2
Approx. mental ability: Above average, 120
Time: 300 minutes per week
Number of weeks: 18
Special equipment or materials: None
Results so far: High pupil interest—teachers enjoy teaching it.
Observation of program: After October 15th

Description and purpose:

A small segment of the 7th and 8th grades is participating in an experiment involving S.M.S.G. mathematics. The students meet while others have regular math. Selection for this program is based on past performance and California Mental Maturity Preliminary Test results. The program is evaluated through teacher's subjective analysis. The main purpose of the program is to experiment with a small group before expanding the program.

Ned Phillips, Superintendent of Schools
Naches Valley School District No. 3
Naches, Yakima County

District Size: Group III—1,000-1,999 enrollment

Non-Graded Mathematics (Jr. High level)

Program Statistics:

Subject(s): Modern Mathematics
Grade(s): Grade 7 in 1961-62
Year began: 1961-62
Number of students: 210
Number of teachers: 3
Approx. mental ability: All students
Time: 250 minutes per week
Number of weeks: 36
Special equipment or materials: SMSG and other modern mathematics materials
Results so far: Tests not complete; students indicate satisfaction with program—parents also.
Written description: No
Observation of program: By appointment any time

Description and purpose:

Students are grouped by achievement in order to provide instruction at individual levels of attainment and rate. The aim is to provide continuous progress at each student's rate, thereby individualizing instruction. The results are being evaluated by testing and observation.

Dr. W. J. Riggs, Admin. Asst.—Instr. and Guidance
West Valley School District No. 363
Spokane, Spokane County

District Size: Group III—1,000-1,999 enrollment

Accelerated Math (High School Algebra I)

Program Statistics:
Subject(s) Math
Grade(s): 7 and 8
Year began: 1960
Number of students: 60
Number of teachers: 2
Approx. mental ability: Above average
Time: 250 minutes per week
Number of weeks: 18—going to 36

Special equipment or materials: New texts, newer methods of teaching math
Results so far: Being able to present a quality math program to capable students
Written description: No
Observation of program: Any school day

Description and purpose:

District 342 presents high school algebra in the 8th grade. The main purpose of the program is to give capable students a quality expanded program. Evaluation is by tests which are reviewed by the staff.

Ray Green, Superintendent
Edgemont School District No. 342
Puyallup, Pierce County

District Size: Group IV—250-999 enrollment

Physical Fitness Program

Program Statistics:
Subject(s): Physical Education
Grade level(s): 7-8-9
Year began: 1961
Number of students: 278
Number of teachers: 2
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Ped boards, overhead ladder, grip swing, ropes, horizontal bar, etc.
Results so far: Superior
Written description: Yes
Observation of program: Any time —preferably in the afternoon

Description and purpose:

This gymnastics program utilizes calisthenics and special and regular equipment. Students are motivated to greater effort by a color system. Colored trunks denote grade or standing.

Purpose of the program is to develop all students physically. This plan was inspired by a program presently in operation at La Sierra High School, Carmichael, California. Each student competes with his original physical standard.

Charles C. Housel, Principal
Prosser Junior High School, Prosser School District No. 116
Prosser, Benton County

District Size: Group III—1,000-1,999 enrollment

Physical Education (Gymnastics)

Program Statistics:
Subject(s): Physical Education
Grade(s): 7-8
Year began: 1958
Number of students: 180
Number of teachers: 2
Approx. mental ability: All ranges
Time: 200 minutes per week
Number of weeks: All school year

Special equipment or materials: Gymnastic equipment, mats, rope, trampoline, horizontal ladder, Swedish box, springboard, and balance beams
Results so far: High interest and enthusiam with better developed bodies
Written description: No
Observation of program: Between November and March

Description and purpose:

Forty minute period daily for all 7th and 8th grade students—stress carried over to physical fitness. The main purpose of the program is to develop more physcally fit bodies. Evaluation is by testing with the Washington State Physical Fitness Test. Consideration of this plan was stimulated by the AAHPER and the Washington State Physical Education Department.

Leo Gervais, Director of Athletics
Edgemont School District No. 342
Puyallup, Pierce County

District Size: Group IV—250-999 enrollment

Aero-Space Science

Program Statistics:
Subject(s): Science
Grade(s): 8 and 9
Year began: 1961
Number of students: 28
Number of teachers: 1
Approx. mental ability: Average and above-average
Time: 5 hours per week
Number of weeks: 38

Special equipment or materials: Materials available from NAEC, U. S. Air Force and CAP; resource persons; field trips
Results so far: High student interest
Written description: Yes
Observation of program: Any time after September 15

Description and purpose:

The course includes units in weather, astronomy, space, and aviation. The purpose of the program is to enrich the science program and to build interest in space science. Evaluation is based on student-opinion as well as teacher and administration observation.

Arthur E. Lind, Assistant Superintendent
Richland School District No. 400
Richland, Benton County

District Size: Group II—2,000-19,999 enrollment

Intensified Science and Intensified Math

Program Statistics:
Subject(s): Science
Grade(s): 7-9
Year began: 1958
Number of students: 675
Approx. mental ability: 60-150
Time: 230 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: Much improvement
Written description: No

Description and purpose:

The district has intensified science programs in grades 7 and 8, biology and physical science in grade 9, and algebra and/or geometry in grade 9.

The purpose is to develop interest in all science areas. The program is evaluated with the Iowa test batteries.

Robert Minnitti, Principal
Bethel Junior High, Bethel School District No. 403
Spanaway, Pierce County

District Size: Group III—1,000-1,999 enrollment

"The New Science" Program

Program Statistics:
Subject(s): Science and Math
Grade(s): 7 and 8
Year began: 1959
Number of students: 40
Number of teachers: 1
Time: 225 minutes per week
Number of weeks: School year

Special equipment or materials: Science laboratory, bioscope, movie projectors.
Results so far: Science interest has increased since the program began.
Written description: No
Observation of program: 9-12 a.m. daily

Description and purpose:

The 7th and 8th grade classes have been departmentalized. The instructor, who has a science major, has full responsibility for the science program. The main purpose of the program is to develop in students good attitudes toward, and a knowledge about, scientific inquiry. Evaluations are based on test results.

William Behler, Principal
Monitor School District No. 9
Monitor, Chelan County

District Size: Group V—100-249 enrollment

World Geography

Program Statistics:
Subject(s): Social Studies
Grade(s): 9th
Year began: 1959
Number of students: 45
Number of teachers: 2
Approx. mental ability: 110
Time: 330 minutes per week
Number of weeks: 19

Special equipment or materials: *Wide World* — James and Davis
Results so far: Very good
Written description: No
Observation of program: First semester

Description and purpose:

All 9th graders are required to take this course. It deals with the geography of all the countries in the world. The purpose is to impart a geographical knowledge of our world.

Wesley Jahn, Social Studies Instructor
Onalaska High School, Onalaska School District No. 300
Onalaska, Lewis County

District Size: Group IV—250-999 enrollment

Freshman Orientation

Program Statistics:
Subject(s): Social Studies
Grade(s): 9
Year began: 1958
Number of students: 78 (all freshmen)
Number of teachers: 2
Time: 280 minutes per week
Number of weeks: 18

Special equipment or materials: None
Results so far: Has shown that students benefit from early school guidance.
Written description: No
Observation of program: Early fall

Description and purpose:

The main purpose of the program is to acquaint 9th graders with high school and provide an occupational - educational group - individual counseling situation. The 1961 graduating class was the first group exposed. Value was noticed at that time.

Harvey T. King, High School Principal
Forks High School, Quillayute Valley School District No. 402
Forks, Clallam County

District Size: Group IV—250-999 enrollment

Team Teaching

Program Statistics:

Subject(s): Language Arts, Social Studies, Mathematics

Grade(s): 7th (7th and 8th next year)

Year began: 1961

Number of students: 120

Number of teachers: 4

Approx. mental ability: All range

Time: 700 minutes per week

Number of weeks: All year

Special equipment or materials: Double sized room, microphone

Results so far: Students have adjusted rapidly to it

Written description: Yes

Observation of program: Any time after school routine has been established.

Description and purpose:

The plan utilizes the abilities of four teachers who work as a team, and continually plan together. The main purposes of the program are to obtain better staff utilization and to experiment with large group and small group teaching. Evaluation is by continual observation.

Paul Kimball, Principal
Olympic View Junior High, Mukilteo School District No. 6
Mukilteo, Snohomish County

District Size: Group II—2,000-19,999 enrollment

Challenge Program

Program Statistics:

Subject(s): Language Arts, Social Studies, Mathematics

Grade(s): 7-8-9

Year began: 1959

Number of students: 90

Number of teachers: 3

Approx. mental ability: Above average

Time: 700 minutes per week

Number of weeks: All year

Special equipment or materials: None

Results so far: Students, parents, teachers accept and praise it

Written description: Yes

Observation of program: Any time after school is settled into a routine

Description and purpose:

Approximately the top 15% of the class is selected from each grade, then put into classes where they have competition. They are given materials to enrich their programs and challenge their abilities.

The purpose of the program is to challenge the most capable students. Evaluation is by a testing program and principal-teacher judgments.

Paul Kimball, Principal
Olympic View Junior High, Mukilteo School District No. 6
Mukilteo, Snohomish County

District Size: Group II—2,000-19,999 enrollment

3

Ungraded Instruction (subjects taken separately)

Program Statistics:

Subject(s): Reading, Mathematics

Grade(s): 7-8 (Reading to 5-6 next year)

Year began: Reading — 1958-59, Math—1959-60

Number of students: Approx. 250 per year

Number of teachers: 8-9

Approx. mental ability: Full range

Time: 235 per subject minutes per week

Number of weeks: 36

Special equipment or materials: None for Math; Controlled Reader, magazines, and newspapers for reading

Results so far: Very good

Written description: Yes

Observation of program: Any time after November 1

Description and purpose:

In two subjects—Reading and Mathematics—7th and 8th graders are mixed together, then grouped according to achievement test scores in these two subjects separately. The program is in its fourth year. Because each student starts at a level which can be handled comfortably and then advances as fast as he can go, it is felt that the program is successful. It has advantages for all ability levels and encourages true competition.

Bert Klingbeil, Principal
Commodore Bainbridge and McDonald Schools,
Bainbridge Island School District No. 303
Bainbridge Island, Kitsap County

District Size: Group III—1,000-1,999 enrollment

Homogeneous Grouping

Program Statistics:

Subject(s): Mathematics, Social Studies, English and Science

Grade(s): 7-8

Year began: 1960

Number of students: 241

Approx. mental ability: Varied

Time: 5 periods per week

Number of weeks: All school year

Special equipment or materials: Special math: *Silver Burdette* for upper groups. Practical applications for lower groups.

Results so far: Students with low ability are much happier, and the high ability group is working harder.

Written description: No

Description and purpose:

All of the mathematics program is presented first period to facilitate movement. Social studies, English, and science are divided according to the upper half or the lower half of the class. Easy movement is maintained between groups.

Teacher opinion and standardized achievement test scores are used in selection, as well as in the evaluation. The main purpose of the program is to encourage students to work and achieve success at their own levels.

Harry E. Nottingham, Principal
Davis Thompson School
Colville School District No. 115
Colville, Stevens County

District Size: Group III—1,000-1,999 enrollment

Ability Grouping in 8th Grade

Program Statistics:

Subject(s): English, Social Studies, Arithmetic

Grade(s): 8th

Year began: 1959

Number of students: 125

Number of teachers: 4

Time: 825 minutes per week

Number of weeks: 36

Special equipment or materials: None

Results so far: Quite satisfactory

Written description: No

Description and purpose:

Eighth graders are grouped into high, middle, and low ability groups. The low group is kept smaller (a maximum of 25), while other groups may be 30-35.

This plan resulted from information gained from other schools and from professional literature. The main purpose is to provide better instruction suited to the needs of the students. Tests and teacher-opinion are used in the evaluation of the program.

Loren D. Lanphere, Principal
Lake Stevens Junior-Senior High, Lake Stevens School District No. 4
Lake Stevens, Snohomish County
District Size: Group III—1,000-1,999 enrollment

Core with Rotating Periods for Special Subjects

Program Statistics:

Subject(s): Music, Physical Education, Industrial Arts, Home Economics

Grade(s): 7 and 8

Year began: 1961

Number of students: 102

Number of teachers: 6

Approx. mental ability: All

Time: All week

Number of weeks: 36

Special equipment or materials: AV equipment, records and tapes for foreign language, mobile science labs and kits

Results so far: Generally good, plan to departmentalize further. '62-'63 results will be better.

Written description: No

Observation of program: 2nd or 3rd quarter

Description and purpose:

This junior high program provides for core and departmentalized subjects to rotate through the hours of the day in the course of one week. The main purpose is to provide a wider range of subjects for students and to relieve the friction between the rotating high school schedule and the room-centered junior high program.

Evaluation is based on close observation by administration, school directors, and parents of the district.

Vern Huffman, Superintendent
Coupeville School District No. 204
Coupeville, Island County
District Size: Group IV—250-999 enrollment

Seven Period Day

Program Statistics:
Subject(s): All subjects
Grade(s): 7, 8, 9
Year began: 1961
Number of students: All
Number of teachers: 7
Approx. mental ability: Everyone
Time: All day
Number of weeks: Full school year
Special equipment or materials: New textbooks in reading, world geography, science, French and Spanish
Results so far: Very good
Written description: Yes
Observation of program: Any time

Description and purpose:

The seven period day allowed us to expand our program to include one more subject a semester for our students. The change was based on Dr. Conant's report on the Junior High School.

Robert A. Ludwick, Principal
Evergreen Junior High, Everett School District No. 2
Everett, Snohomish County
District Size: Group II—2,000-19,999 enrollment

Orientation

Program Statistics:
Subject(s): Educational and Vocational Planning for Junior High, High School, College, and future occupations
Grade level(s): 9th
Year began: 1959
Number of students: Approx. 500
Number of teachers: 3 teachers; 4 counselors
Number of weeks: 3
Special equipment or materials: SRA Vocational Kit. Various vocational materials, resource people, college catalogs, tests and test results, etc.
Results so far: Better self-direction by the students. Better planning and programing by the students in the high school.
Written description: Yes
Observation of program: The last three weeks of the fall semester and first three weeks of the spring semester

Description and purpose:

This program is a three-week unit at the 9th grade which provides the student with the opportunity to become more familiar with his abilities and to develop better self-awareness and understanding. During this time much individual attention is given the student in planning his future education. A concerned effort is made to acquaint students with the world of work and with the types of training and ability needed to enter the various professions and occupations.

The purpose is to give the child as much individual attention and guidance in planning his education and vocational choices as possible. It is evaluated by high school counselors and teachers. There is no written evaluation.

Thomas W. Sullivan, Supervisor of Secondary Curriculum
Pasco School District No. 1
Pasco, Franklin County
District Size: Group II—2,000-19,999 enrollment

Special Education Class for Junior High

Program Statistics:

Subject(s): Regular Curriculum
Grade(s): 7-9
Year began: 1961-62
Number of students: 13
Number of teachers: 1
Approx. mental ability: Handicapped
Time: Total school days
Number of weeks: All school year
Special equipment or materials: Macmillan Reading Series, local newspaper, much audio-visual materials, crafts, etc.
Results so far: Good
Written description: No
Observation of program: Any time after first few weeks

Description and purpose:

Older handicapped children (emotionally maladjusted and/or physically handicapped) are taught with adjusted materials which meet their needs and interest. Those capable of so doing participate in regular junior high classes such as home economics, art, shop, and physical education.

The main purpose is to meet the needs of maladjusted educable children whose needs cannot be met adequately in the regular classroom. Evaluation of this program is by observation, parent conferences, teacher conferences, and pupil conferences.

William R. Broadhead, Superintendent
Clarkston School District No. J250-185
Clarkston, Asotin County

District Size: Group III—1,000-1,999 enrollment

Adjusted Curriculum Class for 7th Grade

Program Statistics:

Subject(s): Regular curriculum

Grade(s): 7th

Year began: 1961-62

Number of students: 28

Number of teachers: 1

Approx. mental ability: Average

Time: All day

Number of weeks: Total school year

Special equipment or materials: S.R.A. Reading Lab., Reader's Digest, reading skill builders and science readers, tape recorder, special reference books, craft supplies.

Results so far: Parents and teacher—co-workers are enthusiastic. Students display better emotional adjustment and new attitude toward academic work.

Written description: No

Observation of program: After the first month of school term

Description and purpose:

This program is a pilot project to adjust curriculum to the needs of seventh grade students who have normal intelligence but have trouble succeeding in classroom situations. Other characteristics used in selection were non-achievement, emotional or social maladjustment. The main purpose is to stimulate student achievement through adjusted academic work and to alleviate emotional and social problems.

Evaluation is informally made through the teacher's evaluations and the remedial director's testing.

Elizabeth Verburg, Teacher
Clarkston Junior High, District No. J250-185
Clarkston, Asotin County

District Size: Group III—1,000-1,999 enrollment

Programs Involving Junior High and Senior High . . .

Art

Program Statistics:
Subject(s): Skills and Creativity
Grade(s): 7-12
Year began: 1961
Number of students: 32
Number of teachers: 1
Time: 220 minutes per week
Number of weeks: 38

Special equipment or materials: None

Description and purpose:

This program provides an opportunity for the junior high and high school students to show self-expression and creativity.

Lee R. Hibbs, Principal
Zillah High and Junior High, Zillah School District No. 205
Zillah, Yakima County

District Size: Group IV—250-999 enrollment

Lay Readers for English Teachers in High School and Ninth Grade

Program Statistics:
Subject(s): English
Grade(s): 9-12
Year began: 1959
Number of students: 2,200
Number of teachers: 73
Approx. mental ability: Average

Special equipment or materials: None
Results so far: Very good
Written description: Yes
Observation of program: Anytime after October 1, 1962

Description and purpose:

Lay readers are employed to help English teachers correct English papers. Corrections are made according to an outline prepared by the teacher. This program allows teachers to require one theme a week for each student.

Evaluation is by the teachers, the head of the department, and the administration. The main purpose of the program is to allow the pupils to write more during the high school years.

Joseph Stottlebower, Head of English Department
Bellingham High School, Bellingham School District No. 501
Bellingham, Whatcom County

District Size: Group II—2,000-19,999 enrollment

How to Write (English)

Program Statistics:

Subject(s): English Grammar

Grade(s): 7-12. Concentration of new program is in grades 7-8.

Year began: 1961

Number of students: Grades 7-8, 1,510; Grades 9-10, 2,594.

Number of teachers: 30

Approx. mental ability: Average

Time: 270 minutes per week

Number of weeks: One year, Gr. 7-8; One semester, Gr. 9-12.

Special equipment or materials: Our own lessons which we have written for this purpose.

Results so far: Very encouraging

Written description: Yes

Description and purpose:

To enable students to express their thoughts in writing, it seemed necessary to give much practice in sentence construction. From construction of good sentences the students proceed to the writing of the paragraph. At the beginning of paragraph writing, the students are furnished with lessons which provide step-by-step practice in paragraph writing. Gradually, they become independent of this help. The material is written by the English staff of this school.

The main purpose of the plan is to give students knowledge of basic techniques which can be used in writing. Evaluation is made by studying the present written material in comparison with past material.

Margaret Addison, Curriculum Consultant
Bremerton School District No. 100C
Bremerton, Kitsap County

District Size: Group II—2,000-19,999 enrollment

High School English, Composition and Literature

Program Statistics:

Subject(s): Grammar and Composition

Grade(s): 7-12

Year began: 1961

Number of students: 1,400

Number of teachers: 14

Approx. mental ability: All

Time: 275 minutes per week

Number of weeks: 38

Special equipment or materials: New curriculum guides.

Written description: Being prepared

Observation of program: After September

Description and purpose:

This program requires a continuous in-service program. Each teacher is scheduled for four periods of instruction per week and one or two periods for in-service work. All teachers have the same period off so that they may meet together. The teachers of grades 7-12 will also spend some of the summer developing a coordinated program in this field.

The work is carried on under the direction of the English Department of the University of Washington. The main purpose of the program is to improve and coordinate the English program.

Patrick Hayden, Department Head—English
Mount Vernon Union High School, District No. 1
Mount Vernon, Skagit County

District Size: Group III—1,000-1,999 enrollment

Remedial Reading for 9th Grade Students

Program Statistics:
Subject(s): Reading
Grade(s): 9-10
Year began: 1961
Number of students: 25
Number of teachers: 2
Approx. mental ability: Low average
Time: 275 minutes per week
Number of weeks: 10

Special equipment or materials: SRA Reading Kits
Results so far: Students and teachers mutually enthusiastic
Written description: No
Observation of program: After first month

Description and purpose:

Students who place low in reading speed and comprehension have been grouped for English. English teachers are using SRA Kits as a regular part of the program.

Purpose is to improve reading speed and comprehension of high school pupils experiencing difficulty in reading. The program is being evaluated through pre-post tests.

Dan F. Reff, Administrative Assistant
Burlington-Edison School District No. 100
Burlington, Skagit County
District Size: Group III—1,000-1,999 enrollment

Developmental Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 7-12
Year began: 1959
Number of students: Approx. 20 each quarter
Number of teachers: 1
Approx. mental ability: All ranges (referral by teacher)
Time: 200 minutes per week
Number of weeks: 9

Special equipment or materials: SRA Reading Laboratories, textbooks, reading accelerators
Results so far: Very satisfactory
Written description: No
Observation of program: Any time

Description and purpose:

Students are enrolled on a 9-week basis; they may continue another quarter if they wish or if a teacher recommends it. Students of any ability may participate in this program; each starts at his own level and progresses at what speed he can.

The main purpose is to improve the reading skills of students expressing an interest or of students recommended by a teacher. Evaluation is by pre- and post-tests to indicate progress in speed and comprehension.

Kenneth McDonald, Superintendent
Menlo Elementary School, Willapa Valley District No. 160
Menlo, Pacific County
District Size: Group IV—250-999 enrollment

Language Laboratories and Audio Aids

Program Statistics:
Subject(s): Foreign Languages
Grade(s): 7-12
Year began: 1960
Number of students: All modern language students in junior and senior high schools.
Number of teachers: 126
Time: Varies
Number of weeks: School year
Special equipment or materials: Language labs, audio boards, portable labs, tape recorders, record players.
Results so far: Increased interest of teachers in audio-lingual methods. Improvement in pronunciation.
Written description: No
Observation of program: After November 1, 1962

Description and purpose:

This program calls for the use of a wide variety of records and taped materials. The main purpose of the program is to offer more opportunity to listen to models of native speakers. The results are evaluated by committees and questionnaires.

Helen M. Kwapil, Supervisor, Foreign Languages
Seattle Public Schools, Seattle School District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

Six-Year Foreign Language Program—French

Program Statistics:
Subject(s): Audio-lingual French
Grade(s): 7 through 12
Year began: 1961
Number of students: 150 at present
Number of teachers: 2
Approx. mental ability: I.Q. 110+
Time: 7th, 150 min. per week; 8th & 9th, 250 min. per week.
Number of weeks: Total school yr.
Special equipment or materials: Projectors, tape records, and the Encyclopedia Britannica program "Je Parle Francais"
Results so far: At present only 8th & 9th in program. Great enthusiasm and building competence. The students now in the program have shown considerable competence in comprehending and responding to word patterns used thus far. There seems to be a marked improvement in oral competency in the third-quarter students over previous French classes taught in the older textbook course.
Written description: Yes

Description and purpose:

French will be offered to all 7th graders, on a three-day week schedule, then: (1) Those selected as most competent may take French in grade 8 and subsequently each year through grade 12. (2) Others will have a 9th grade French elective and could be re-exposed to the film-tape program and its continuation. The main purpose of the program is to prepare those most capable with an outstanding background in the language and culture of France.

Mr. G. A. Johnson, Principal, or Mrs. C. Babcock, Teacher
Chinook Junior High School, North Thurston School District No. 3
Lacey, Thurston County

District Size: Group II—2,000-19,999 enrollment

Language Laboratory Program

Program Statistics:
Subject(s): French, German, Italian, Russian, Spanish
Grade(s): 7-12
Year began: 1959
Number of students: 1,000
Number of teachers: 7
Approx. mental ability: 105
Time: 60-90 minutes per week
Number of weeks: School year

Special equipment or materials: Tapes and recordings used with tape and disc recorders
Results so far: Satisfactory with further improvement expected
Written description: No
Observation of program: Any day but Friday

Description and purpose:

The program is audio-lingual. It allows students to practice in a language, using native speakers as models and employing a method which utilizes the basic speech patterns of a language. Students are chosen on the basis of ability and past achievement.

The main purpose is to make available to the students the most profitable processes in language learning. The program is evaluated by comparing speaking and listening achievement of present students to that of previous students.

Mr. Donald Larson, Consultant--Foreign Language
Renton High School, District No. 403
Renton, King County
District Size: Group II—2,000-19,999 enrollment

Language Laboratory

Program Statistics:
Subject(s): Foreign Languages
Grade(s): 9-10
Year began: 1961
Number of students: 150
Number of teachers: 2
Approx. mental ability: Above average (College bound)
Time: 250 minutes per week (125 min. in lab.)
Number of weeks: 36

Special equipment or materials: 32 booths—25, Level II (Audio-Active). 7, Level III (Audio-Active-Compare)
Results so far: Too early to tell
Written description: No
Observation of program: About one month after school begins

Description and purpose:

The district is operating a complete language laboratory which enables students to hear master tapes and to record and compare their voice with the tapes. The purpose is development through oral-aural approach of fluency in the foreign language. Evaluation is by the instructor, the principal, and the assistant superintendent.

David C. Hartl, Assistant Superintendent
Camas Public Schools, Camas School District No. 117
Camas, Clark County
District Size: Group III—1,000-1,999 enrollment

Language Laboratory Training in German

Program Statistics:
Subject(s): Foreign Languages
Grade(s): 9-12
Year began: 1960
Number of students: 110
Number of teachers: 1
Approx. mental ability: Average and above average
Time: 250 minutes per week
Number of weeks: 72 (2 years)

Special equipment or materials: Language lab, including student monitor; workbook correlated to text and tapes; suitable pictures, etc.

Results so far: Teachers, students, and parents are enthusiastic. Teacher reports student speaking ability has increased 40-50% in relation to classes trained previous to language lab purchase.

Written description: No
Observation of program: Late fall

Description and purpose:

This program emphasizes hearing, speaking, reading, and writing the German language. Language lab equipped with four separate channels and student-teacher monitor (with 3-way communication for "mixing") permits each student to work at his own pace. A native-born German voluntarily appears before the classes as often as possible. This is a two-year course with no credit unless completed. Selection is based on interest in a foreign language.

Evaluations at the present time are based on teacher and administrative opinion. A factual-type analysis is now in the planning stage. The main purpose of the program is to equip each student with a basic ability to understand, speak, read, and write the language without too many glaring errors; to teach some of the culture, geography, and characteristics of the German speaking people and countries.

Donald Johnson, Foreign Language Teacher
Fife Junior-Senior High, Fife School District No. 417
5616-20th Ave. East, Tacoma, Pierce County

District Size: Group III—1,000-1,999 enrollment

Accelerated Mathematics Program (Jr.-Sr.)

Program Statistics:

Subject(s): Arithmetic, Algebra, Geometry, Advanced Math, Calculus

Grade(s): 7-12

Year began: 1958

Number of students: 3,504

Number of teachers: 82

Approx. mental ability: 115+ I.Q.

Time: 250-275 minutes per week

Number of weeks: 36

Special equipment or materials: School Mathematics Study Group Grade 7, School Mathematics Study Group Algebra, School Mathematics Study Group Geometry, Calculus

Results so far: Encouraging

Written description: Yes

Observation of program: After October

Description and purpose:

Characteristics used in selection of the students are: high ability in math (achievement test scores and grades); high interest in math and science; vocational plans, if applicable; work habits (reliability and independence); reading comprehension—2 years above; IQ; sex; attendance record. The main purpose of the program is to provide for the more able learner. Evaluations are based on comparisons of test results between SMSG classes and conventional classes.

Nick Massey, Supervisor of Mathematics
Seattle Public Schools, Seattle School District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

SMSG Mathematics

Program Statistics:

Subject(s): Mathematics

Grade(s): 7-11

Year began: 1960

Number of students: 3,000

Number of teachers: 30

Approx. mental ability: Regular classes

Time: 150 minutes per week

Number of weeks: 36

Special equipment or materials: SMSG materials

Results so far: Subjective evaluation is good. No loss of traditional concepts through this program.

Written description: No

Observation of program: Any time

Description and purpose:

This program employs SMSG materials in the presentation of modern mathematics. The main purpose is to bring the math program up to date. This three-year project is being evaluated in terms of pupil progress by the Research Department.

Pre- and post-tests are given to both experimental and control groups. Traditional standardized tests are being used but have been found to be inadequate because of their failure to evaluate the "new" concepts—the "fringe benefits"—of the SMSG program.

Mrs. Bernadine Condron, Math Consultant
Spokane School, District No. 81
Spokane, Spokane County

District Size: Group I—More than 20,000 enrollment

Mathematics

Program Statistics:
Subject(s): Mathematics through Advanced Placement
Grade(s): 7-12
Year began: 1958
Number of students: 10,000
Number of teachers: 111
Approx. mental ability: All levels
Time: 275 minutes per week
Number of weeks: Full year

Special equipment or materials: TEMAC programed materials
Results so far: Encouraging
Written description: Yes
Observation of program: Any time

Description and purpose:

This is an accelerated program beginning with algebra in the 8th grade and ending with college-level material. Characteristics used in selection are past records, standard tests, and teacher judgment.

The main purpose of the program is to build a sequential program providing acceleration for bright students to work individually. Evaluation is by standard tests and teacher-made tests.

Carol Otterson, Assistant Director of Mathematics
Tacoma Public Schools, District No. 10
Tacoma, Pierce County

District Size: Group I—More than 20,000 enrollment

UICSM Secondary Math 8-12

Program Statistics:
Subject(s): Mathematics
Grade(s): 8-12
Year began: 1958
Number of students: 400+
Number of teachers: 10
Approx. mental ability: Upper 50%
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Texts
Written description: Yes
Observation of program: By arrangement

Description and purpose:

This program represents a revision of the conventional math programs, bringing concepts and terminology in line with the accepted "new" approaches. Selection is based on past achievement.

It is evaluated along with a national appraisal. The main purpose of the program is to change the intellectual thinking of students in math so they will relate better to practical and theoretical applications.

John Porter, Assistant Supt. of Schools in Charge of Instruction
Edmonds School District No. 15
Edmonds, Snohomish County

District Size: Group II—2,000-19,999 enrollment

S.M.S.G. Instruction in Modern Mathematics

Program Statistics:
Subject(s): Mathematics
Grade(s): 7-12
Year began: 1959
Number of students: 180
Number of teachers: 5
Approx. mental ability: Gifted
Time: 280 minutes per week
Number of weeks: 36

Special equipment or materials: SMSG Texts
Results so far: Encouraging—has wide appeal — considering expansion to larger number of students.
Written description: No
Observation of program: Second semester

Description and purpose:

Students learn modern concepts of mathematics in a program that has accelerated the traditional program by approximately one year by grade 12. The purpose is to provide a better background in mathematics. Pre- and post-tests are used in the evaluation.

Robert Shyip, Chairman, Math Department
Mercer Island Senior High, Mercer Island School District No. 400
Mercer Island, King County

District Size: Group II—2,000-19,999 enrollment

School Mathematics Study Group

Program Statistics:
Subject(s): Mathematics
Grade(s): 7-12
Year began: 1960
Number of students: 150
Number of teachers: 5
Approx. mental ability: Upper 15%
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: S.M.S.G.
Results so far: Excellent
Written description: Yes
Observation of program: Any time

Description and purpose:

Under the leadership of the department head, special training was given to five mathematics teachers prior to the instigation of the program in 1961. Eventually, the program will be expanded to include the elementary grades. It will be used with all children except the lower 15 or 20%. Characteristics used in selection are mathematics ability, I.Q., and desire.

The program is evaluated through examinations. The main purpose of the program is to modernize and improve the mathematics program for all children at all levels.

Al Ravnik, Mathematics Department
Mount Vernon Schools, Mount Vernon-Conway District
Mount Vernon, Skagit County

District Size: Group II—2,000-19,999 enrollment

Math Analysis

Program Statistics:
Subject(s): Mathematics
Grade(s): 8-12
Year began: 1961
Number of students: 30
Number of teachers: 1
Approx. mental ability: Above average to gifted
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: This is the first class
Written description: No
Observation of program: Any time

Description and purpose:

A select few eighth graders are allowed to take Algebra I and II. They take Algebra III and IV in the 9th, geometry in the 10th, trigonometry and solid geometry in the 11th, and math analysis as seniors.

The main purpose is to make another mathematics course available for the more capable student. Evaluation of the program will be based on the number of students selected for advanced placement in college.

Everett E. Cook, Guidance Counselor
Toppenish Senior High School, Toppenish School District No. 202
Toppenish, Yakima County

District Size: Group II--2,000-19,999 enrollment

University of Illinois Mathematics (UICSM)

Program Statistics:
Subject(s): Mathematics
Grade(s): 8-12
Year began: 1959
Number of students: 100-125
Number of teachers: 1
Approx. mental ability: Above average
Time: 300 minutes per week
Number of weeks: 36

Special equipment or materials: UICSM materials
Results so far: Program has real merit.
Written description: Yes
Observation of program: Any time

Description and purpose:

This program employs the University of Illinois Experimental Math program. The main purpose of the program is to improve math instruction.

Miss Muriel McInnes, Math Teacher
Mt. Baker Jr.-Sr. High School, Mt. Baker School District No. 507
Deming, Whatcom County

District Size: Group III—1,000-1,999 enrollment

Accelerated Mathematics Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 8-12
Year began: 1960 (8th grade); 1956 (Sr. High)
Number of students: 170
Number of teachers: 3
Approx. mental ability: Above average
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Special math textbooks from publishers
Results so far: Entire math program has been strengthened. Students are better prepared.
Written description: Yes
Observation of program: February, 1963

Description and purpose:

Gifted students are placed into classes of algebra in grade 8, into geometry in grade 9, into advanced algebra in grade 10, and into trigonometry followed by logic and set-theory in grade 11. The senior mathematics course takes its material from Freshman Mathematics by Allendorfer.

The main purpose of the program is to provide courses for an increased number of students skilled in mathematics. These courses are designed to give the student a better understanding of his future work in college and in life. Generally students who have started the program have continued it. Evaluation is based on the records of students who have gone on to college.

Donald P. Brown, Counselor
Shelton Junior High School, Shelton School District No. 309
Shelton, Mason County

District Size: Group III—1,000-1,999 enrollment

SMSG Mathematics Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 8-12
Year began: 1960
Number of students: 100
Number of teachers: 1
Approx. mental ability: Average
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Yale University texts, SMSG
Results so far: Very satisfactory
Written description: No
Observation of program: Any time

Description and purpose:

The main purpose of the program is to give students a more practical and usable program of mathematics. It is being evaluated by the observations of school officials.

Charles Sinclair, Math Teacher
La Center High School, District No. 101
La Center, Clark County

District Size: Group IV—250-999 enrollment

SMSG Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 7-12
Year began: 1961
Number of students: 30 in grades 7 and 8
Number of teachers: 1
Approx. mental ability: Above-average to gifted
Time: 300 minutes per week
Number of weeks: 36
Special equipment or materials: Textbooks
Results so far: Teachers and students are enthusiastic; parents feel it is good.
Written description: No
Observation of program: During 2nd semester

Description and purpose:

SMSG is offered at the 7th grade level to better students, and algebra (SMSG) is offered to better 8th grade students. SMSG is to be offered to all levels of grades 7 and 8 next year. SMSG is continued in the high school.

Walter Vopnford, Math Teacher
Conway Consolidated School District No. 317
Mt. Vernon, Skagit County
District Size: Group V—100-249 enrollment

All-City Physical Fitness Testing Program

Program Statistics:
Subject(s): Physical Education
Grade(s): 7-12
Year began: 1960-61
Number of students: Approx. 30,000
Number of teachers: All P. E. teachers
Approx. mental ability: General students
Time: 100-250 minutes per week
Number of weeks: Test is given twice a year
Special equipment or materials: Jump reach board, parallel bars, stop watch, wands
Results so far: With the change in the P. E. program, the test indicates Seattle secondary school children are improving.
Written description: Yes. From Director of Research
Observation of program: Sept., Oct., April

Description and purpose:

The test developed for Washington State is used. It statistically measures the components of fitness. Statistics are recorded and forwarded to our Department of Research for evaluation.

The main purposes of the program are to measure physical fitness and to provide a program to improve physically sub-par individuals. The plan originated because of the national concern for the physical fitness of American youth. The Research Department analyzes the data, thereby providing an indication of individual and city-wide standards.

William E. Haroldson, Director, Health, Physical Education, and Recreation
Seattle Public Schools, Seattle School District No. 1
Seattle, King County
District Size: Group I—More than 20,000 enrollment

Physical Fitness Program

Program Statistics:
Subject(s): Physical Education
Grade(s): 7-10
Year began: 1961
Number of students: 340
Number of teachers: 5
Approx. mental ability: All
Time: G.S., 100 minutes per week; H.S., 150 minutes per week.
Number of weeks: 25

Special equipment or materials: Apparatus made in school shop
Written description: No
Observation of program: Any time

Description and purpose:

This program physically conditions students through running and calisthenics. Little time is given to playing games. All students participate. Student interest is high. Remarkable improvement on physical achievement tests has been noted. Girls are accepting the program surprisingly.

The main purpose of the program is to stimulate pride in physical development and improve those in greatest need of muscular tone, posture, etc.

Ned Phillips, Superintendent of Schools
Naches Valley School District No. 3
Naches, Yakima County

District Size: Group III—1,000-1,999 enrollment

Replacing Sophomore Biology With Introduction to "Laboratory Science" Course

Program Statistics:
Subject(s): Science
Grade(s): 10
Year began: 1959
Number of students: 100-110
Number of teachers: 1
Approx. mental ability: All
Time: 5-55 min. periods per week
Number of weeks: 36

Special equipment or materials: All science facilities
Results so far: Good—each year the district finds ways of improving the program.
Written description: Yes
Observation of program: Any time

Description and purpose:

One semester of physical science, including elements and experiments in physics, chemistry, geology, astronomy, etc., and one semester of life science, including biological fundamentals, have replaced the one-year sophomore biology course. The program gives broad laboratory experience in several sciences. It is required of all sophomores.

Teacher-opinion and student reaction are used in the evaluation. The main purpose of the program is to make required science at 10th grade level broader and more meaningful for all students.

Neil Potthoff, Principal
Port Townsend High School, Port Townsend School District No. 50
Port Townsend, Jefferson County

District Size: Group III—1,000-1,999 enrollment

Laboratory Instruction for Science

Program Statistics:
Subject(s): General Science, Biology, Chemistry and Physics
Grade(s): 8-12
Year began: 1960
Number of students: 95
Number of teachers: 1
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: 36

Special equipment or materials: New lab equipment with all new textbooks
Results so far: More students have undertaken science as an elective program.
Written description: No
Observation of program: November

Description and purpose:

This program attempts to offer the students in a small school the necessary background in the science field. The main purpose of the program is to offer a science program comparable to those offered in larger schools.

Phil Smith, Science Teacher
Cusick High School, Cusick School District No. 59
Cusick, Pend Oreille County

District Size: Group IV—250-999 enrollment

Honors Programs

Program Statistics:
Subject(s): Mathematics, Science, Composition, Literature and Foreign Language
Grade(s): 7-12
Year began: 1959
Number of students: 300
Number of teachers: 10
Approx. mental ability: Above-average to gifted
Time: 200 minutes per week
Number of weeks: School year

Special equipment or materials: Special publications, films resource people, etc.
Results so far: Program is still in its infancy, but results appear to be promising.
Written description: Yes
Observation of program: Any time after the first month of school

Description and purpose:

Students are chosen on the basis of achievement, emotional stability, and physical maturity. This accelerated and enriched program of instruction is designed to give the more capable students of the district an opportunity to go further and deeper into their studies of certain academic fields.

A testing program has been set up, and periodic meetings are held for the purpose of program analysis.

Robert Hodges, Supervisor, Guidance and Research
Renton Schools Administration Building, District No. 403
Renton, King County

District Size: Group II—2,000-19,999 enrollment

Academic Grouping in Secondary Schools

Program Statistics:
Subject(s): English, Social Studies, Mathematics
Grade(s): 7-12
Year began: 1958
Number of students: 1,300
Special equipment or materials: None
Results so far: Quite satisfactory
Written description: No
Observation of program: Oct. 1 to April 30

Description and purpose:

Students are grouped into accelerated, average, and assistance groups for purposes of instruction. Selection characteristics are interest, motivation, physical well-being, emotional stability, I.Q. and prior learning.

The main purpose of the program is to attempt to get greater academic homogeneity in order to more adequately cope with individual differences.

Dr. H. D. Rushong, Director of Curriculum
Sedro Woolley School District No. 101
Sedro Woolley, Skagit County
District Size: Group II—2,000-19,999 enrollment

Team Teaching

Program Statistics:
Subject(s): Biology, History, Mathematics
Grade(s): 8-9-10
Year began: 1961
Number of students: 300 Biology, 80 History, 90 Mathematics
Number of teachers: 7
Approx. mental ability: Average except Mathematics
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: Overhead projectors, microprojector, TV
Results so far: Teachers are highly enthusiastic
Written description: Yes
Observation of program: Any time after classes are arranged

Description and purpose:

Three instructors alternately lecture three biology sections of 90 students each. The small groups are led by peer leaders. Labs are supervised by three instructors and advanced biology students. Two instructors each work in the areas of history and algebra. One teacher, acting as team leader, teaches history via television.

The main purpose of the program is to better utilize the special talents of leaders or teachers in order that more students will more greatly benefit from the instruction. The program is evaluated by pretest, post-test, teacher evaluation, student comment, and supervisory evaluation. This particular type of team-teaching plan was considered following a summer session with Dr. Lloyd Trump. Educational specifications for this district's new high school included the team-teaching concept.

Gordon H. Kingston, H. S. Prin., and Richard Post, Jr. H. Prin.
South Kitsap High School and Marcus Whitman Junior High,
South Kitsap School District No. 402
Port Orchard, Kitsap County
District Size: Group II—2,000-19,999 enrollment

Special Education Remedial Class

Program Statistics:

Subject(s): Language Arts, Mathematics, Social Studies

Grade(s): 8-12

Year began: 1961-62

Number of students: 21

Number of teachers: 1

Approx. mental ability: Handicapped

Time: 825 minutes per week

Number of weeks: School year—36

Special equipment or materials: Special texts and wide variety of remedial materials. Visual aids — reading lab, controlled reader (Tach X), typewriter, local newspapers, etc.

Results so far: Indicate "holding power" — Majority of students express increased interest in school work and school in general.

Written description: Yes

Observation of program: Any time after the first month of school

Description and purpose:

This special class provides practical learning experiences geared to the specific needs of each individual in the areas listed. During the remainder of the day, students are placed in regular classes of shop, physical education, chorus, etc. Careful planning, the use of varied resources, and sensitivity in teaching have provided each student with a custom-made curriculum.

The main purpose of the program is to provide practical learning opportunities at the student's level so that those with limited ability will have success and remain in school—and not become a drop-out statistic.

The original plans were reinforced and augmented by the school services of the University of Washington. Evaluations are based on teacher judgments, attitudes of students, and measured progress in skills; but not enough data have been gathered to draw any definite conclusions.

Miss Margaret Baldwin, Counselor
Irene S. Reed High School, Shelton School District No. 309
Shelton, Mason County

District Size: Group III—1,000-1,999 enrollment

Summer School

Program Statistics:
Grade(s): 7-12
Year began: 1960
Number of students: 1960, 30; 1961, 60.
Number of teachers: 2-3
Approx. mental ability: All
Time: 600 minutes per week
Number of weeks: 6
Special equipment or materials: S.R.A. reading kits, Forced reader E.D.L. Canned film. Accelerator S.R.A.
Results so far: Favorable. College students have indicated an interest in the program, even though they are on vacation during the summer. Well accepted by the students, the community, the teachers.

Description and purpose:

The summer school provides a method to improve student competencies in areas suited to this type program. Although the program forces some students (because of the cost) not to participate, the interest is very high. (Some form of state aid would be very acceptable.) Anticipated enrollment this summer exceeds 100 students. Since the instructors are regular instructors, the program is of high caliber; the grading is valid, and the materials taught are of comparable difficulty.

The evaluation is based on follow-ups of students involved. In addition, students evaluate the program at the end of instruction. The main purposes of the program are to improve competencies in elective areas, to develop reading speed and comprehension, to provide education during the "off" season, and to stimulate education for district and non-district enrollees.

A. G. Haugland, Superintendent
Colville School District No. 115
Colville, Stevens County

District Size: Group III—1,000-1,999 enrollment

Rotating Class Schedule

Program Statistics:
Subject(s): Junior and Senior High School
Grade level(s): 7-12
Year began: 1959
Number of students: 525
Number of teachers: 26
Approx. mental ability: Full range
Time: 300 minutes per week
Number of weeks: 36
Special equipment or materials: None
Results so far: Good
Written description: Yes
Observation of program: Any time

Description and purpose:

A different class schedule is used each day of the week (See thesis of C. E. Redfield at the University of Washington). The purpose is to make more efficient use of school time. Evaluation is based on teacher-student reaction.

Calvin Johnson, Principal
Mt. Baker Jr.-Sr. High School, Mt. Baker School District No. 507
Deming, Whatcom County

District Size: Group III—1,000-1,999 enrollment

Teacher Assistants

Program Statistics:
Subject(s): All
Grade(s): 7-12
Year began: 1960
Number of students: 50
Number of teachers: 20
Approx. mental ability: Above average
Time: 300 minutes per week
Number of weeks: 36

Special equipment or materials: Library
Written description: Yes
Observation of program: Any time

Description and purpose:

This plan provides opportunities for above-average students to observe master teachers, record grades, perform research on assigned topics, and make brief presentations to classes once a week.

The main purpose of the program is to provide outstanding students with an opportunity for additional training in a subject, but a secondary consideration is that of improved teacher effectiveness. The program is evaluated in terms of the help it affords participating students, students taking the course, and teachers.

Raymond Beard, Principal
Curtis Jr.-Sr. High School, University Place School District No. 83
Tacoma, Pierce County

District Size: Group III—1,000-1,999 enrollment

Indian Conference

Program Statistics:
Subject(s): High School
Grade(s): 7-12
Year began: 1961
Number of students: 30
Number of teachers: High school teachers

Special equipment or materials: Vocational and college guidance materials. Department of Interior publications
Results so far: This is a long-range program and more time is needed
Written description: No

Description and purpose:

This plan lists the requirements for graduation, the economic and social reasons for staying in school, trade school and college opportunities, and the development of good citizenship.

Its purposes are to interest Indian pupils in staying in school and to acquaint Indian parents with educational opportunities.

The program involves the cooperation of parent, pupil, school, state employment office, relocation officer, and Indian social worker.

R. G. Lisle, Superintendent
La Conner School District No. 311
La Conner, Skagit County

District Size: Group IV—250-999 enrollment

Counseling and Guidance

Program Statistics:
Subject(s): Orientation class
Grade(s): 8-12
Year began: 1959
Number of students: 350
Number of teachers: 1
Approx. mental ability: Full range
Time: Variable minutes per week. Orientation—1 Semester.
Number of weeks: 5-day week, Freshmen

Special equipment or materials: Orientation texts, films, occupational materials, tests
Written description: No
Observation of program: Any time

Description and purpose:

The orientation class is involved in the following areas: (1) study skills, (2) personal evaluation, and (3) vocations. Three periods are provided to do as much as possible in testing, programing and counseling.

The main purpose of the program is to help students evaluate their potential and use it to the fullest. No formal evaluation is made of the program.

Elsie Schneider, Guidance
Yelm High School, Yelm School District No. 2
Yelm, Thurston County

District Size: Group IV—250-999 enrollment

Six Period Day

Program Statistics:
Subject(s): All
Grade(s): 7-12
Year began: 1961
Number of students: 92
Number of teachers: All
Approx. mental ability: Average
Time: All
Number of weeks: All school year

Special equipment or materials: None
Results so far: We like it
Written description: No
Observation of program: Any time

Description and purpose:

This district changed its 7-period day to a 6-period day of 55-minute periods. The main purpose of the program is to make possible longer class periods for business education, science, homemaking, and vocational agriculture.

Richard Johnson, Principal
Endicott High School, Endicott School District No. 308
Endicott, Whitman County

District Size: Group V—100-249 enrollment

Senior High Programs Which Include Grade 9. . .

Arts and Crafts

Program Statistics:
Subject(s): Fundamental Arts-Crafts
Grade(s): 9-12
Year began: 1960
Number of students: 13
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Work areas specifically designed for this type of activity
Results so far: Good acceptance, good student interest. Some students are desiring a second year offering.
Written description: No
Observation of program: Second semester

Description and purpose:

An integrated art program has been organized providing experiences in the fundamental concepts of art and its legacy. This program allows students to apply these concepts in a variety of craft areas such as metal, leather, painting, graphic processes, and ceramics.

The main purpose of the program is to develop in the student an appreciation of art in everyday life, an understanding of new art forms, and basic skills in the numerous craft areas. Evaluation is by the teacher from teacher-made tests and by the student and teacher of student projects.

William A. Thamm, Industrial Arts Teacher
Sprague High School, Sprague School District No. 8
Sprague, Lincoln County
District Size: Group V—100-249 enrollment

Academic Grouping of English

Program Statistics:
Subject(s): English
Grade(s): 9-12
Year began: 1960
Number of students: 225
Number of teachers: 3
Approx. mental ability: All ranges
Time: 250 minutes per week
Number of weeks: 5

Special equipment or materials: None
Results so far: Very encouraging
Written description: No
Observation of program: Spring

Description and purpose:

District No. 90 has begun grouping all English classes in grades 9-12 into three groups (fast, average, and slow). The students progress in each group at a rate and with materials that fit their abilities.

The main purpose of this program is to give each student a better opportunity to advance at his own rate. The results are evaluated through observation and continued testing.

Richard Stimpson, Principal
East Valley High School, Moxee School District No. 90
Yakima, Yakima County
District Size: Group III—1,000-1,999 enrollment

Literature Appreciation

Program Statistics:
Subject(s): English-Literature
Grade(s): 9-12
Year began: 1961
Number of students: 2,594
Number of teachers: 26
Approx. mentaly ability: Average
Time: 270 minutes per week
Number of weeks: A semester

Special equipment or materials: New films on Shakespeare; new selected stories, plays, poetry, novels
Results so far: According to the counselors the students are now looking forward to literature classes.
Written description: Yes
Observation of program: Any time —visit East High School

Description and purpose:

The old approach "Who is the main character in the story?" was discarded. The new approach—an analysis of the author's intent, a study of the situations created in each selection, and the effect of these situations upon the character—is the new method adopted. In order to guarantee that the teachers use this new approach, in-service meetings are set up. The English teachers from both high schools, aided by English faculty from Olympic College, have met, divided into committees, and presented demonstration lessons on the teaching of the short story, poetry, and the play. Other lessons are being planned. Ideas are shared and teachers return to classrooms with a planned approach.

The main purposes are to develop within the students a desire to read good literature, to stimulate interest in the different types of literature, and to afford students the opportunity to gain personal and emotional satisfactions from reading good literature. The students are vocally enthusiastic about literature when this approach is emphasized.

Margaret Addison, Curriculum Consultant
Bremerton School District No. 100C
Bremerton, Kitsap County
District Size: Group II—2,000-19,999 enrollment

Providing Readers for Teachers of English

Program Statistics:
Subject(s): English
Grade(s): 9-12
Year began: 1961
Number of students: 458
Number of teachers: 2
Time: 20-30 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: Mixed feelings on the part of pupils. Very satisfactory reports by the English teachers.
Written description: No
Observation of program: Any time after school begins

Description and purpose:

Readers who are certified teachers with majors in English are used to correct and write comments on English themes, reports, and other papers.

Michael Rowe, Principal
Omak High School, Omak School District No. 19
Omak, Okanogan County
District Size: Group III—1,000-1,999 enrollment

"Programed Instruction" in English Grammar

Program Statistics:
Subject(s): English Grammar
Grade(s): 9-12
Year began: 1960
Number of students: 135
Number of teachers: 1
Approx. mental ability: Average
Number of weeks: Periodically all year
Special equipment or materials: English 2600 and other texts, including Harcourt-Brace Handbook
Results so far: Very interesting to students. Progress noted.
Written description: No.
Observation of program: After September

Description and purpose:

The program is used where needed in grades 9-12. The main purpose of the plan is to supplement the regular English grammar program. Evaluation is by testing before and after to check progress. Professional meetings stimulated consideration of this plan.

Mrs. Elaine Ondracek, High School English Teacher
Chimacum School District No. 49
Chimacum, Jefferson County

District Size: Group IV—250-999 enrollment

"Programed Instruction" in English Grammar

Program Statistics:
Subject(s): English Grammar
Grade(s): 9 and 11
Year began: 1961
Number of students: 3
Number of teachers: 1
Approx. mental ability: 2 below average, 1 above average
Number of weeks: 36
Special equipment or materials: Harcourt Brace Programed Text: English 2600
Results so far: Students like it and two seem to be making definite improvement; third seems to need more supervision.
Written description: No

Description and purpose:

The program is used by one remedial 9th grader and one remedial 11th grader, as well as one above-average 9th grader, who is participating for the purpose of general review. The main purpose of the program is to give remedial students a definite self-help program and to give the above-average student an overall picture of grammar.

Mrs. Frances W. Alden, High School English Teacher
Lester School, District No. 195
Lester, King County

District Size: Group VI—99 or fewer enrollment

Reading in High School

Program Statistics:
Subject(s): Reading and English
Grade(s): 9-12
Year began: 1961
Number of students: 190
Number of teachers: 3
Approx. mental ability: Above average
Time: 120 minutes per week
Number of weeks: 9 or 18
Special equipment or materials: SRA Level III, college prep. reading lab., controlled reader, skimmer, pacer, filmstrips EDL Program
Results so far: Improved test results
Written description: Yes
Obesrvation of program: October

Description and purpose:

In 1962-63 the program will include more students by starting on the freshman level. Ninth graders use SRA Level III Reading Laboratory; potential college students take an integrated English class in which the skimmer, pacer, controlled reader, and college preparatory SRA reading lab are used in combination with the literature and composition class. The latter program is also offered to volunteers on 10th and 11th grade level before school.

The main purpose is to improve reading at the high school level through an emphasis on the development of particular skills. Evaluation is by pre- and post-testing.

Maxine Brewer, Reading Teacher, and
Beatrice Sabourin, Reading Consultant
West High School, Chehalis School District No. 302
Chehalis, Lewis County

District Size: Group III—1,000-1,999 enrollment

Reading Improvement

Program Statistics:
Subject(s): Reading
Grade(s): 9-12
Year began: 1961
Number of students: 60
Number of teachers: 1
Approx. mental ability: All
Time: 150 minutes per week
Number of weeks: 18
Special equipment or materials: SRA reading material
Written description: Yes
Observation of program: October to May

Description and purpose:

Students are admitted to the special reading room from study halls on a voluntary basis to work on reading improvement. The main purpose is to improve reading comprehension. The program started after several poor readers had been identified at the high school level. Various standardized tests are used in the evaluation.

M. B. Stewart, Principal
Mount Si High School, Snoqualmie Valley School District No. 410
Snoqualmie, King County

District Size: Group III—1,000-1,999 enrollment

Developmental Reading Course for Advanced Students

Program Statistics:
Subject(s): Reading
Grade(s): 9-12
Year began: 1961
Number of students: 10 high (advanced) students per class
Number of teachers: 1
Approx. mental ability: high
Time: 180 minutes per week
Number of weeks: 12
Special equipment or materials: Controlled Reader; SRA lab.; high school and college materials
Results so far: Exceptional — we are very pleased with results this far
Written description: Yes

Description and purpose:

This is an elective course offered twice each week in the evening for students who wish to develop speed and other reading skills. Only students of high achievement and ability are admitted. Their selection is based on past grades and reading achievement scores.

The main purpose of the program is to help the advanced student become even more proficient in his reading. Evaluation is based on student and parent opinion, additional tests at the end of the course (pre- and post-test), student performance, and tests administered during course.

Rollyn L. Tucker, Principal
Adna School District No. 226
Adna, Lewis County

District Size: Group IV—250-999 enrollment

SRA Reading Laboratory

Program Statistics:
Subject(s): Reading speed and comprehension
Grade(s): 9th and 12th
Year began: 1961
Number of students: 65 freshmen, 40 seniors
Number of teachers: 2
Approx. mental ability: Full range
Time: Varies; freshmen about ½ time, seniors about ⅔
Number of weeks: 18
Special equipment or materials: SRA Reading Lab. III for freshmen; SRA College Prep Reading Lab. IV for seniors.
Results so far: Students and teachers both seem enthusiastic. The results of this work are apparent to all concerned.
Observation of program: Any time after the first three weeks of a semester.

Description and purpose:

The labs are used for all freshmen during one semester. It is used along with their study of literature. The seniors are not required to participate, but most do. The course for seniors is primarily a preparatory course for entrance into college.

Evaluations are partially based on progress charts kept by students.

Ellwood Hinman, Counselor
White Swan High School, White Swan District No. 88
White Swan, Yakima County

District Size: Group IV—250-999 enrollment

Reading Improvement Program

Program Statistics:
Subject(s): Reading
Grade(s): All high school grades
Year began: 1961
Number of students: 11
Number of teachers: 1
Approx. mental ability: Extremes
Time: 50-250 minutes per week
Number of weeks: 36

Special equipment or materials: SRA IIIa reading kit. Also selected books.
Results so far: Still needs evaluation. Some signs of improvement.
Written description: No
Observation of program: Spring quarter

Description and purpose:

The program aims at developing communicative skills through self-direction. When a student's reading ability reaches a satisfactory level, he shifts from the SRA Reading Lab to his own text (or other educational material).

The paramount purposes are to convince the student of his own ability, improve communication techniques, and increase vocabulary.

Opinions of students and teachers are used in the evaluation.

A. Brown, Principal
Riverside High School, District No. 416
Milan, Spokane County

District Size: Group IV—250-999 enrollment

Reading Improvement

Program Statistics:
Subject(s): Reading
Grade(s): 9-12
Year began: 1959
Number of students: 65 to 75
Number of teachers: 7
Approx. mental ability: All, grouped according to reading level
Time: 150 minutes per week
Number of weeks: 36

Special equipment or materials: SRA Reading Laboratory
Results so far: Better students have made most improvement.
Written description: No

Description and purpose:

The Iowa Silent Reading Test was used to determine the reading level of each youth. Students began working with material for their levels.

The main purpose of the program is to improve the reading ability of high school students. Evaluation follows the retesting at the end of year.

Earl E. Crosby, Superintendent
Northport School District No. 93
Northport, Stevens County

District Size: Group VI—99 or fewer enrollment

Limited Team Teaching (2 teachers) in Foreign Language (1st year German)

Program Statistics:
Subject(s): German 1-2
Grade(s): 9, 10 and 11
Year began: 1961
Number of students: 30
Number of teachers: 2
Approx. mental ability: Average and above
Time: 250 minutes per week
Number of weeks: School year
Special equipment or materials: Textbooks, overhead projector, films, tapes, and records.
Results so far: Greater student interest and obvious acquisition of more German language knowledge and conversational ability.
Written description: No
Observation of program: Any time

Description and purpose:

All students of German are combined into one class. One teacher—a specialist in German grammar—lectures the class one period a week. Then the class is divided into two smaller groups for discussion and individual study. The groups are combined again in order for the other teacher to lecture in conversational German. Then the class is again divided into two smaller groups for discussion. Each teacher, working with the other, prepares two (sometimes three) classes per week.

The main purpose is to better utilize the outstanding abilities of instructional personnel. A foreign-language aptitude test is used in selection. The teachers' opinions of recitation abilities, the students' opinions of the effectiveness of the program, and test scores are used in the evaluation.

Max L. Hudson, Principal
Evergreen High School, Evergreen School District No. 114
Vancouver, Clark County

District Size: Group III—1,000-1,999 enrollment

Language Lab

Subject(s): Foreign Language
Grade(s): 9-12
Year began: 1959
Number of students: 100
Number of teachers: 1
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: 36
Special equipment or materials: Language Lab
Written description: No
Observation of program: Any time

Description and purpose:

The purpose of the program is to improve the methods of instruction in foreign language. Teachers feel that the subject is better taught.

Calvin Johnson, Principal
Mt. Baker Jr.-Sr. High School, Mt. Baker School District No. 507
Deming, Whatcom County

District Size: Group III—1,000-1,999 enrollment

Foreign Language Laboratory for French

Program Statistics:
Subject(s): French
Grade(s): High School
Year began: 1960
Number of students: 55
Number of teachers: 1
Approx. mental ability: Average and above average
Time: 50 minutes per week
Number of weeks: 36

Special equipment or materials: Electronic equipment purchased from NDEA funds. Cabinet work done by maintenance man.
Results so far: Accepted by students, staff, and community.
Observation of program: Any time during second and eighth month of the school year.

Description and purpose:

This program provides an opportunity to speak and listen to French records, programs, and tapes through the use of modern electronics equipment. College-bound students are selected. Evaluations, which are by administrators and teachers, as based on follow-ups of last year's graduates who have gone on to college and are taking French. The main purpose of the program is to improve the techniques of French instruction.

Kenneth Ott, French Teacher
Omak Senior High School, Omak School District No. 19
Omak, Okanogan County

District Size: Group III—1,000-1,999 enrollment

Laboratory Instruction in Foreign Languages

Program Statistics:
Subject(s): German, Spanish, French and Latin
Grade(s): 9-12
Year began: 1958
Number of students: 180
Number of teachers: 3
Approx. mental ability: Average and above
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Language laboratory equipped with magneticons, etc.
Results so far: Increased enrollment and greater student interest
Written description: Yes
Observation of program: Mid-fall

Description and purpose:

This program represents a complete change in the foreign language instructional approach. It employs the use of prepared tapes and recordings with individual work in the language lab. The Foreign Language Prognosis Tests are used in student selection.

The main purpose of this program is the improvement of foreign language instruction. The results are subjectively evaluated by teachers.

Mrs. Marjorie Paul, Director of Foreign Languages
Selah High School, Selah School District No. 119
Selah, Yakima County

District Size: Group III—1,000-1,999 enrollment

Latin in High School

Program Statistics:
Subject(s): Latin and related fields
Grade(s): 9-12
Year began: 1961
Number of students: 20 to 30 yearly
Number of teachers: 1
Approx. mental ability: Above average
Time: 250 minutes per week
Number of weeks: 36

Specal equipment or materials: *Using Latin,* Scott - Foresman; and other varied materials
Results so far: Excellent
Written description: No
Observation of program: After September

Description and purpose:

This class in Latin places a special emphasis on English word derivations. The main purposes of the program are to help students meet college requirements, enrich present curriculum offerings, improve students' understanding of English, and improve the vocabularies of students. Evaluation is by testing and observation.

Mrs. Penelope Poor, High School Teacher
Chimacum High School, Chimacum School District No. 49
Chimacum, Jefferson County

District Size: Group IV—250-999 enrollment

Language Lab

Subject(s): Spanish-French
Grade(s): 9-12
Year began: 1961
Number of students: 45
Number of teachers: 2
Approx. mental ability: Average
Time: 40 minutes per week
Number of weeks: Full school year

Special equipment or materials: Language booths, monitor board, tape recorders, bulk eraser, tapes.
Results so far: Good
Written description: Yes
Observation of program: During second semester

Description and purpose:

The language laboratory supplements the textbooks and regular class discussions. It provides additional speaking and listening experiences not ordinarily available. The course in which the lab is used is an elective that is evaluated through oral and written examinations.

James W. Finet, Teacher
Nooksack Valley School District No. 506
Nooksack, Whatcom County

District Size: Group IV—250-999 enrollment

Spanish Program

Program Statistics:
Subject(s): Spanish
Grade(s): 9-12
Year began: 1961
Number of students: 16
Number of teachers: 1
Approx. mental ability: Average and above-average
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Language lab—portable
Results so far: Good
Written description: No
Observation of program: Any day

Description and purpose:

Selection of students is based on interest. A special native-speaking Spanish teacher meets daily with students, and they learn Spanish from books, records, and tapes actually made in Mexico and Spain. The program is designed to stimulate interest in foreign language. Evaluations are based on test results and the opinions of outside personnel.

Alfred McNeely, Superintendent
River View School, District No. 53
Kennewick, Benton County

District Size: Group IV—250-999 enrollment

Addition of Welding and Electricity to Industrial Arts

Program Statistics:
Subject(s): Industrial Arts
Grade(s): 9-12
Year began: 1961
Number of students: 40
Number of teachers: 1
Approx. mental ability: Average
Time: 228 minutes per week
Number of weeks: 18 or 36

Special equipment or materials: Welding equipment, electrical tools and test equipment.
Results so far: Students are enthusiastic; teacher needs more space; town would like more.
Written description: No
Observation of program: 2nd or 3rd quarter

Description and purpose:

Care and repair of home electric appliances and welding of ferrous and non-ferrous metals has been added to wood shop program.

The main purposes are to broaden knowledge and develop new skills. Evaluation is based on teacher-made tests and public reaction.

Vern Huffman, Superintendent
Coupeville School District No. 204
Coupeville, Island County

District Size: Group IV—250-999 enrollment

Instruction in Handcrafts

Subject(s): Ceramics, Metal Craft, Leather Craft
Grade(s): 9-12
Year began: 1958
Number of students: 18
Number of teachers: 1
Approx. mental ability: Average
Time: 165 minutes per week
Number of weeks: 36

Special equipment or materials: All needed equipment and materials purchased in prior years
Results so far: Good. Many students continue this as a hobby.
Written description: No
Observation of program: 2nd or 3rd quarter.

Description and purpose:

The students tool all kinds of leathergoods, make copper pictures and ceramic inlays.

The main purpose of the program is to provide an interest outlet while preparing students for hobby work. The class is open to all who have the time available. This program is a continuation of a well-received elementary program.

George R. Kapral, Crafts Instructor
Peshastin-Dryden High School, District No. 200
Peshastin, Chelan County

District Size: Group IV—250-999 enrollment

Arts and Crafts in Shop Program

Program Statistics:
Subject(s): Shop
Grade(s): 9-10
Year began: 1961
Number of students: 12
Number of teachers: 1
Approx. mental ability: Average to above-average
Time: 285 minutes per week
Number of weeks: 36

Special equipment or materials: Leather, plastics, metal, wood, drawing materials.
Results so far: Good, as near as can be determined
Written description: No
Observation of program: October 1-May 1

Description and purpose:

The teacher selects the initial projects but allows more freedom of choice of projects later. Students work at individual pace. The program might be expanded to include a class for girls.

The purpose is to replace part of the straight wood shop and give more diversity of experience.

Edwin A. Lieb, Superintendent
Thorp School, District No. 400
Thorp, Kittitas County

District Size: Group V—100-249 enrollment

Programed Instruction in Algebra and Geometry

Subject(s): Mathematics
Grade(s): 9-10
Year began: 1961
Number of students: 60
Number of teachers: 2
Approx. mental ability: Above average
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: TEMAC Programs
Results so far: Evaluations incomplete
Written description: No
Observation of program: During second semester

Description and purpose:

One class each of algebra and geometry is using TEMAC materials as part of its regular instruction. Each student works at his own pace.

The main purpose is to analyze programed courses. Evaluation of the program is by standardized tests used in experimental and regular classes.

Dan F. Reff, Administrative Assistant
Burlington-Edison School District No. 100
Burlington, Skagit County

District Size: Group III—1,000-1,999 enrollment

More Classes in High School Mathematics

Subject(s): General Mathematics, Advanced Mathematics, Trigonometry
Grade(s): 9-12
Year began: 1959
Number of teachers: 1
Approx. mental ability: Average
Time: 300 minutes each subject per week
Number of weeks: 36 in each subject
Special equipment or materials: Textbooks
Results so far: Students developing abilities in mathematics
Written description: No

Description and purpose:

More mathematics courses are being offered.

W. Lane Woods, High School Math Instructor
Asotin High, Asotin School District No. 400
Asotin, Asotin County

District Size: Group IV—250-999 enrollment

TEMAC—Programed learning units in Plane Geometry and Elementary Algebra

Program Statistics:
Subject(s): Plane Geometry, Elementary Algebra
Grade(s): 9th and 11th
Year began: 1961
Number of students: 4
Number of teachers: 2
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: (geometry) 27 weeks, (alg.) 36 weeks
Special equipment or materials: TEMAC, Encyclopedia Britannica
Results so far: Geometry students progressing rapidly; basis of understanding good.
Written description: No

Description and purpose:

Programed material is used by average students with good work habits who want to participate. Present indications are that students in algebra are not progressing satisfactorily, while students in geometry are exceeding expectations in understanding of material. The large number of items in the material has a tendency to be "wearing" or routinely tiresome to the students at times.

The main purposes of the program are to experiment in mathematics, and to determine the effectiveness compared with usual methods. Evaluation will be based partially on standard test scores at the end of the year.

Reginald W. Campin, Principal
Blaine Junior-Senior High School, Blaine School District No. 503
Blaine, Whatcom County

District Size: Group IV—250-999 enrollment

Mathematics Curriculum

Program Statistics:
Subject(s): Algebra, Advanced Mathematics, Geometry
Grade(s): 9-12
Year began: 1961
Number of students: 120
Number of teachers: 2
Approx. mental ability: Average and above-average
Time: 280 minutes per week
Number of weeks: 36
Special equipment or materials: None
Written description: Yes
Observation of program: Any time

Description and purpose:

This program represents a new approach to all phases of high school mathematics. The main purpose is to improve students in mathematics. The original source of information which stimulated consideration of this plan was the Math Conference in Portland in 1960. Evaluation is based on test results and teacher appraisal.

Harvey T. King, High School Principal
Forks High School, Quillayute Valley School District No. 402
Forks, Clallam County

District Size: Group IV—250-999 enrollment

School Mathematics Study Group

Program Statistics:
Subject(s): Mathematics
Grade(s): 9-12
Year began: 1961
Number of students: 24
Number of teachers: 1
Approx. mental ability: Above-average to gifted
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: S.M.S.G. texts
Results so far: Students like it. Parents approve.
Written description: Yes
Observation of program: Any time

Description and purpose:

This year's program involves first year algebra and follows the text prepared by S.M.S.G. Next year, in addition to first year algebra, geometry by S.M.S.G. will be introduced. Math aptitude tests are used in selection.

Evaluations are based on students' and teachers' judgments plus test results. The main purpose of the program is to challenge the above-average student in mathematics, to stimulate the student to think, and to widen his knowledge of mathematics.

Roger A. Knobel, Mathematics Teacher
Raymond High School, Raymond School District No. 116
Raymond, Pacific County

District Size: Group IV—250-999 enrollment

Four Year Math Program

Program Statistics:
Subject(s): Mathematics (four year sequence)
Grade(s): 9-12
Year began: 1961
Number of teachers: 2
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: None
Written description: No

Description and purpose:

Previously this district offered only a third year of math: one-half advanced algebra and one-half solid geometry. The new program includes a full year of advanced algebra and another of solid geometry and trigonometry. Third and fourth year programs are offered alternately. The purpose is to provide a continuous math program for students interested in pre-professional fields.

Matthew Block, Science and Math Teacher
White Swan High School, White Swan District No. 88
White Swan, Yakima County

District Size: Group IV—250-999 enrollment

Supplementary Mathematics

Program Statistics:
Subject(s): Algebra, Trigonometry
Grade(s): 9, 10, 12
Year began: 1961
Number of students: 3
Number of teachers: 1
Approx. mental ability: Gifted
Time: 150 minutes per week
Number of weeks: 18
Special equipment or materials: SMSG and Encyclopedia Britannica TEMAC
Results so far: Steady progress, favorable.
Written description: No
Observation of program: October-November

Description and purpose:

This program promotes individual instruction and self-help of "gifted" students to develop concepts and skills in mathematics.

Its purpose is to stimulate the gifted student to achieve in math beyond what the regular class would allow. Teacher evaluation is made in terms of achievement.

Charles Maines, Mathematics Teacher
Washtucna High School, Washtucna School District No. 109-43
Washtucna, Adams County

District Size: Group V—100-249 enrollment

High School Band

Program Statistics:
Subject(s): High School Band
Grade(s): 9-12
Year began: 1959
Number of teachers: 1
Approx. mental ability: Average and above
Time: 250 minutes per week
Number of weeks: 30
Special equipment or materials: None
Results so far: Very good. Of 130 students in high school, 45 are in the band.
Written description: No
Observation of program: Any time

Description and purpose:

Regular school starts at 9:00 a.m. Band practice starts at 8:00 a.m. The main purpose of the early meeting hour is to allow students to take full courses of academic classes and still take band. It is available to all students interested.

Robert E. Racy, Superintendent of Schools
Peshastin-Dryden High School, District No. 200
Peshastin, Chelan County

District Size: Group IV—250-999 enrollment

Physical Development

Program Statistics:
Subject(s): Health and Physical Condition
Grade(s): 9-12
Year began: 1961
Number of students: 40 (all high school boys)
Number of teachers: 2
Time: 200 minutes per week

Special equipment or materials: Two sets of barbells
Written description: No

Description and purpose:

The main purpose of the program is to develop better physical condition in all high school boys.

Morris Storsell, Coach
Boistfort School District No. 234
Curtis, Lewis County

District Size: Group V—100-249 enrollment

Athletics After 3:30 P.M.

Program Statistics:
Subject(s): Major Sports
Grade(s): 9-12
Year began: 1961
Number of students: 30
Number of teachers: 2
Approx. mental ability: Varied
Time: 300 minutes per week
Number of weeks: 16

Special equipment or materials: None
Results so far: No one has suffered in athletics. The academic program is improved.
Written description: No
Observation of program: September-May

Description and purpose:

This is not an academic project; however, by placing athletics after school, the district has created more class periods in which to upgrade the academic program.

The main purpose of the program is to make available more time for academics, art, and music. It is being evaluated subjectively. The community likes the new arrangement.

H. D. Gould, Superintendent of Schools
Washtucna School District No. 109-43
Washtucna, Adams County

District Size: Group V—100-249 enrollment

Space Science

Program Statistics:
Subject(s): Space Science
Grade(s): 9-12
Year began: 1961
Number of students: 10 to 20
Number of teachers: 1
Approx. mental ability: Average and above
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Special text and many science magazines, science books, etc.
Results so far: Good. Goal is being achieved.
Written description: No
Observation of program: After September

Description and purpose:

This program deals with many aspects of space science: current news, recent developments, theory, etc.

The main purposes are to keep students informed on recent developments in this area and to provide the background information requisite to a thorough understanding of the space age. Evaluation is based on tests and teacher-opinion.

Ray E. Lowrie, High School Teacher
Chimacum High School, Chimacum District No. 49
Chimacum, Jefferson County

District Size: Group IV—250-999 enrollment

Americanism Essays

Program Statistics:
Grade(s): 9-12
Year began: 1960
Number of students: 160

Special equipment or materials: None
Results so far: Essays indicated students had a good fundamental understanding of the American way.

Description and purpose:

This program requires 500 word essays dealing with various areas of Americanism and our American heritage. Essays must be written in ink or typewritten and are graded on content as well as punctuation, spelling, and grammar.

The purpose is to foster greater appreciation for the American way of life and to gain experience in paragraph construction, theme writing, and library research. Awards are given to the best essays.

Harvey Scott, English Department
Kettle Falls High School, School District No. 210
Kettle Falls, Stevens County

District Size: Group IV—250-999 enrollment

Contemporary Problems

Program Statistics:
Subject(s): Social Studies
Grade(s): 9, 10, 11
Year began: 1961
Number of students: 16
Number of teachers: 1
Approx. mental ability: Average
Time: 360 minutes per week
Number of weeks: 36

Special equipment or materials: Problems in American Democcracy

Results so far: Students find parts of this rather difficult, but seem to be quite interested in the course.

Written description: No

Observation of program: During 2nd Semester 1963

Description and purpose:

World Geography was formerly given. The new text, *Problems in an American Democracy*, covers world problems much better than the former text. Evaluation is based on teacher's tests.

James Bolske, History Teacher
Molson High School, Molson School District No. 400
Molson, Okanogan County

District Size: Group VI—99 or fewer enrollment

Basic Electricity and Electronics

Program Statistics:
Subject(s): Basic Electricity and Basic Electronics
Grade(s): 9-12
Year began: 1959
Number of students: 5
Number of teachers: 1
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 36

Special equipment or materials: Textbook, health test equipment, teacher and commercially prepared kits, teacher-prepared job and information sheets.

Results so far: Fair acceptance on the part of the students. Problem area is one of high project costs to student.

Written description: Yes

Observation of program: Second Semester

Description and purpose:

This project-lecture experimental program has been designed to develop basic electrical and electronic theory, beginning with the nature of electricity and extended to radio wave propagation and reception.

The purpose of the program is to acquaint the student with the fields of electricity and electronics; provide information on job opportunities in the field; and develop basic useful skills, concepts, and attitudes. Results are evaluated by teacher-made tests and teacher evaluation of projects.

William A. Thamm, Industrial Arts Teacher
Sprague High School, Sprague School District No. 8
Sprague, Lincoln County

District Size: Group V—100-249 enrollment

Accelerated English and Biology

Program Statistics:
Subject(s): English and Biology
Grade(s): 9-12
Year began: 1959
Number of students: 100
Number of teachers: 3
Approx. mental ability: Above average to gifted
Number of weeks: 36
Special equipment or materials: New paperback reference material. New textbooks in biology.
Results so far: The program has been quite successful. Students and parents have voiced their approval.
Written description: Yes
Observation of program: January

Description and purpose:

This is really an enrichment program. The main purpose is to help those who are mentally capable to achieve more. No thorough evaluation has been made.

Jessie M. Schroeder, Director of Guidance and Counseling
Bainbridge Island District No. 303
Bainbridge Island, Kitsap County

District Size: Group III—1,000-1,999 enrollment

Team Teaching

Program Statistics:
Subject(s): Algebra, English I, U. S. History, World Problems
Grade(s): 9, 10, 11, 12
Year began: 1961
Number of students: 200
Number of teachers: 8
Approx. mental ability: Average to above-average
Special equipment or materials: Overhead projector, dictaphone
Results so far: Outstanding in algebra; good in English; fair in social studies.
Written description: Yes
Observation of program: Any time

Description and purpose:

Teachers plan units, divide work, and teach by blocks with others assisting. The teachers then rotate their duties. The program employs large group presentations, small group discussion, and remedial instruction.

The purpose is to improve instruction through better planning. Questionnaires for both teacher and student are used in the evaluation, as well as teacher and principal judgment.

Glenn B. Fleming, Principal
Cashmere High School, Cashmere School District No. 122
Cashmere, Chelan County

District Size: Group III—1,000-1,999 enrollment

Ability Grouping

Program Statistics:
Subject(s): English, Social Studies
Grade(s): 9-12
Year began: 1959
Number of students: All
Number of teachers: 18
Time: All minutes per week
Number of weeks: Year

Special equipment or materials: None
Results so far: Fair. Breaks down in scheduling.
Written description: No
Observation of program: Any time

Description and purpose:

Ability grouping is based on achievement tests, ability tests and teacher evaluation. The main purpose of the program is to improve the instruction of pupils in accordance with their abilities.

M. B. Stewart, Principal
Mount Si High, Snoqualmie Valley School District No. 410
Snoqualmie, King County

District Size: Group III—1,000-1,999 enrollment

Augmentation of the Curriculum (High School)

Program Statistics:
Subject(s): English, Social Studies, Science, Mathematics, Foreign Language
Grade(s): 9-12
Year began: 1959
Number of students: 216
Number of teachers: 5
Approx. mental ability: 103
Number of weeks: Variable

Special equipment or materials: No special equipment
Results so far: Favorable
Written description: No
Observation of program: Any time

Description and purpose:

Accelerated English classes, fourth year of math, advanced biology, and French were added to the curriculum of the high school. The main purpose is to enrich the elective offerings by adding more courses.

George C. Bricka, Principal
Concrete High School, Upper Skagit Valley School District No. 102
Concrete, Skagit County

District Size: Group IV—250-999 enrollment

High School Library Program Expansion

Program Statistics:
Subject(s): All
Grade(s): 9-12
Year began: 1961
Number of students: 1,000
Number of teachers: 2
Approx. mental ability: Full range
Number of weeks: 36

Special equipment or materials: None
Results so far: Fair — but shows promise
Written description: Yes
Observation of program: Any time

Description and purpose:

Library hours are extended to: Afternoons—2:30-4:30 p.m. Evenings —3 days—7:00-9:00 p.m. Saturdays—9::00-Noon.

The main purpose of the program is to encourage area enrichment through independent study.

Iva Derrick, Librarian
Mount Vernon Union High School, District No. 1
Mount Vernon, Skagit County

District Size: Group III—1,000-1,999 enrollment

High School Testing and Guidance

Program Statistics:

Subject(s): Guidance and Counseling

Grade(s): 9-12

Year began: 1959

Number of students: Entire enrollment

Number of teachers: 1 1/6

Special equipment or materials: Catalogs, racks, vivicopy and filing cabinets.

Results so far: Very good

Written description: Yes

Description and purpose:

New physical facilities, consisting of a reception room and two counselor offices, have been provided and equipped. The counselors assist students in education planning, vocational and occupational planning, enrollment, and personal problems. The counselors also are responsible for testing, parent conferences, and college admissions. The district has a five-year follow-up program.

George A. Fisher, Principal
Cheney High School, Cheney School District No. 360
Cheney, Spokane County

District Size: Group III—1,000-1,999 enrollment

Revolving Schedule

Program Statistics:

Subject(s): All senior high school subjects

Grade(s): 9-12

Year began: 1960

Number of students: 340

Number of teachers: 17

Time: Total minutes per week

Number of weeks: 36

Special equipment or materials: None

Results so far: Very encouraging from viewpoint of faculty and students.

Written description: Yes

Description and purpose:

Each student carries six subjects but meets only five a day. Two periods each day are 1½ hours long, allowing extra time, particularly for laboratory classes.

This plan eliminates study halls but provides study time in the classroom. It allows students to take more subjects than does the traditional schedule.

Harold Shelton, Principal
High School, Twin City No. 401
Stanwood, Snohomish County

District Size: Group III—1,000-1,999 enrollment

Rotating 6 Period Schedule

Program Statistics:
Subject(s): All subjects
Grade(s): 9-12
Year began: 1961
Number of students: 120
Number of teachers: 10
Approx. mental ability: All
Time: Whole week
Number of weeks: All year
Special equipment or materials: AV equipment, language labs, semi-micro chemistry equipment.
Results so far: Generally good; advantages outweigh disadvantages, more flexibility for students.
Written description: No
Observation of program: 2nd or 3rd quarter

Description and purpose:

Each subject period rotates through the hours of the day during the course of the week. There are 5 classes in any one day, the two morning classes being almost twice the usual length.

The main purpose is to provide two longer periods (double length) per class per week, while providing for no formal study halls. Evaluation is based on close observation by administration, school directors, and patrons.

Vern Huffman, Superintendent
Coupeville School District No. 204
Coupeville, Island County

District Size: Group IV—250-999 enrollment

Counseling and Guidance

Program Statistics:
Subject(s): High School Subjects
Grade(s): 9, 10, 11 and 12
Year began: 1959
Number of students: All who show need
Number of teachers: 1
Approx. mental ability: All
Time: 60 minutes per week
Number of weeks: 36
Special equipment or materials: Tests and measurements
Written description: No
Observation of program: Arrange with principal

Description and purpose:

The student is advised to read articles and books which will give him special information on careers for which he displays talent.

The main purpose is to give students a clearer conception of the occupations in which their apparent talents indicate they might experience success. The program is being evaluated by the high school principal.

Louis J. Powers, Principal
La Center High School, District No. 101
La Center, Clark County

District Size: Group IV—250-999 enrollment

Scheduling

Program Statistics:
Subject(s): All
Grade(s): 9-12
Year began: 1961
Number of students: 175
Special equipment or materials: None
Results so far: Favorable
Written description: No
Observation of program: Any time

Description and purpose:

This district uses a "rotating" or "revolving" schedule in high school. Each class meets 4 days each week—two 1½-hour periods and two 1-hour periods. No study halls are provided.

William Heath, Principal
Liberty High School, Liberty School District No. 362
Spangle, Spokane County

District Size: Group IV—250-999 enrollment

Co-education of Handicapped (Institutional)

Program Statistics:
Subject(s): All high school
Grade(s): 9-12
Year began: 1961
Number of students: 180
Number of teachers: 16
Approx. mental ability: Average
Time: Total minutes per week
Number of weeks: School year
Special equipment or materials: Small classes
Results so far: Excellent
Written description: Yes
Observation of program: Open

Description and purpose:

The program combines handicapped boys and girls (institutional) under one roof and offers them a total high school program.

The main purpose is to provide a school social life in its normal form. Additional facilities can be used through this plan.

Delmar Masson, Vice-Principal
Maple Lane High School, Rochester School District No. 401
Rochester, Thurston County

District Size: Group IV—250-999 enrollment

Student (FTA) Teachers

Program Statistics:
Subject(s): All
Grade(s): 9-12
Year began: 1961
Number of students: 14
Number of teachers: 1
Approx. mental ability: Above average
Time: 60 minutes per week
Number of weeks: School year
Special equipment or materials: None
Results so far: Good
Written description: Yes
Observation of program: Open

Description and purpose:

This plan affords an opportunity to use interested students as teacher-assistants. The guidance director evaluates the results. The main purpose of the program is to develop future teachers.

John Hauser, Director of Guidance
Rochester High School, Rochester School District No. 401
Rochester, Thurston County

District Size: Group IV—250-999 enrollment

Senior High Programs In Grades 10-12 Only . . .

Beginning Art

Program Statistics:
Subject(s): Art Education
Grade(s): 10-12
Year began: 1961
Number of students: 23
Number of teachers: 1
Approx. mental ability: Average
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Special art materials
Results so far: Good
Written description: No
Observation of program: Fall

Description and purpose:

This program attempts to develop basic art principles: appreciation, art history through use of famous works of art application, design, color, lettering, blocking, and sketching. Students who are interested and have displayed powers of creativity may participate.

Purposes are to develop appreciation, learn to use various media, and to learn the application of art principles to individual problems. Evaluations are based on attitudes and pupil progress.

Dayton School District No. 2
Dayton, Columbia County

District Size: Group IV—250-999 enrollment

Business Machines

Program Statistics:
Subject(s): Student acquaintance on 10-key, electric typewriter, duplicators and dictaphone
Grade(s): 12th
Year began: 1961
Number of students: 16
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Work sheets, adding machines, full and 10-key calculators, Monroe educator, electric typewriters, mimeograph, spirit duplicator, dictaphone, and key-drive calculator.
Results so far: All students show tremendous interest and are extremely industrious. Production measurement at the end of the first quarter very satisfactory.
Written description: Yes
Observation of program: Any time between 11 and 12 a.m.

Description and purpose:

The rotation plan is used. Students on different machines use self-instruction sheets. They also learn from lectures and demonstrations. Any student completing his work unit early assists the next student (with teacher supervision)

The purpose of the program is to increase student proficiency on all types of machines. Performance measurements, written tests, conferences, and rating sheets are used in the evaluation.

Mrs. Ruby LaCasse, Teacher
Prosser High School, Prosser School District No. 116
Prosser, Benton County

District Size: Group III—1,000-1,999 enrollment

Office Practice and Procedures

Program Statistics:
Subject(s): Advanced typing; office machines and procedures
Grade(s): 12
Year began: 1960
Number of students: Approx. 50 per year
Number of teachers: 1
Approx. mental ability: Above average
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Calculators, comptometers, dictaphone, mimeograph, adding machines, electric typewriters, etc.
Results so far: Increased job placement in commercial field directly from high school
Written description: Yes
Observation of program: Afternoons daily during school year

Description and purpose:

The program provides instruction and practical work in all phases of office and secretarial work. Students study various office machines, office procedure, correspondence, payroll and other business functions. The only prerequisite is one year of typing.

The purpose is to train students to be proficient in secretarial and other office skills. A continuing follow-up study of the students who have been placed directly into jobs from high school is the paramount evaluative procedure.

H. Richard Maddux, Head of Commercial Department
White River Senior High, White River School District No. 416
Buckley, Pierce County

District Size: Group III—1,000-1,999 enrollment

Office Practice

Program Statistics:
Subject(s): Business training
Grade(s): 11-12
Year began: 1959
Number of students: 15-25
Number of teachers: 1
Approx. mental ability: Above average
Time: 5 hours per week
Number of weeks: 18

Special equipment or materials: Dictaphone, electric calculators, adding machines.
Results so far: Excellent. Girls placed above others and rapid promotion.
Written description: No
Observation of program: After February 1, 1963

Description and purpose:

The school seeks those for this course who are interested and have the ability. The student is assigned a machine and then moved to a different one, then another, and another until he has received training on all of the most frequently used types of machines. Interest and ability are the criteria used on selection.

Evaluation is through field surveys of former graduates.

Rita Ann Eder, Business Training Instructor
Entiat High School, Entiat School District No. 127
Entiat, Chelan County

District Size: Group IV—250-999 enrollment

Driver Training

Program Statistics:
Subject(s): Driving laws, regulations, attitudes, etc.
Grade(s): 10-11-12
Year began: 1959
Number of students: 8-10
Number of teachers: 1
Approx. mental ability: 90 and up
Time: 250 minutes per week
Number of weeks: 18

Special equipment or materials: Books, testing machines, training car
Results so far: Good
Written description: No
Observation of program: No high school at Marcus next year.

Description and purpose:

The main purpose of the program is to teach correct driving attitudes. Student's age and desire to take course are the characteristics used in selection. The course is evaluated through testing and observation.

Guy Hansen, Driver Training Instructor
Marcus School, District No. 50
Marcus, Stevens County
District Size: Group VI—99 or fewer enrollment

Team Teaching

Program Statistics:
Subject(s): English
Grade(s): 11
Year began: 1959
Number of students: 220
Number of teachers: 4
Approx. mental ability: Regular heterogeneous classes
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Variety of audio-visual equipment
Results so far: Very good. It has been rated excellent by both teachers and pupils.
Written description: Yes
Observation of program: Any time

Description and purpose:

This plan calls for a team approach to teaching eleventh-year English. Three (four at times) teachers comprise the team. The program requires two periods each day, but the class size varies greatly: large groups, seminar groups, individual study, etc.

The purpose of the program is to improve methodology in teaching English. The evaluative instruments include standardized essay tests, writing (English) tests, and literature tests. Pre- and post-tests are given to three groups: the team-teaching group, the conventional group taught by team teachers, and the conventional group not taught by team teachers.

Mrs. Mabel McLaughlin, Head of English Department
North Central High School, Spokane School District No. 81
Spokane, Spokane County
District Size: Group I—More than 20,000 enrollment

Advanced Placement in English

Program Statistics:

Subject(s): English Composition and Literature

Grade(s): 12

Year began: 1958

Number of students: 50

Number of teachers: 3

Approx. mental ability: Above average

Time: 275 minutes per week

Number of weeks: Full year

Special equipment or materials: Textbook, selected reading lists

Results so far: Very promising

Written description: Yes

Observation of program: Any time

Description and purpose:

This course gives high-level students an opportunity to study college freshman English during their senior year in high school. Students are selected by past records, tests, teacher judgment, student interest.

The main purpose of the program is to see whether selected high school seniors can successfully do college freshman work while in high school. The results are being evaluated by CEEB Advanced Placement tests.

Mrs. Doris Bennett, Teacher
Wilson High School, Tacoma School District No. 10
Tacoma, Pierce County

District Size: Group I—More than 20,000 enrollment

Improving Instruction in Written Aspects of English

Program Statistics:

Subject(s): English Composition

Grade(s): 10, 11, 12

Year began: 1960

Number of students: 1,025

Number of teachers: All in English Department

Approx. mental ability: Not selective except slow learning area

Time: 275 minutes per week

Number of weeks: 36

Special equipment or materials: Magazines, tape recordings, film strips, opaque projector, handwriting charts, tele-trainer, reading accelerator

Results so far: To be seen

Written description: Yes

Observation of program: Fall 1963

Description and purpose:

The English Department has adopted current materials dealing with creativity. The teachers are giving creative writing assignments in all literature classes. All teachers in the English Department teach four classes rather than the usual five out of six. The schools attempt to maintain a total enrollment of not more than 100 students per teacher. This allows more time to correct the stepped-up creative production.

Miss Lois Gwin, Head, English Department
J. M. Weatherwax Senior High
Aberdeen, Grays Harbor

District Size: Group II—2,000-19,999 enrollment

Two Track Senior English

Program Statistics:
Subject(s): Senior English
Grade(s): 12th
Year began: 1959
Number of students: All seniors
Number of weeks: All year

Special equipment or materials: Regular texts. Paperbacks.
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

The English course for seniors offers the conventional college-prep English to all students planning to attend college. The other senior English course is largely for students who do not plan to attend college —a more informal approach to writing and reading.

The program is evaluated through observation and follow-up on graduates. The main purpose of the program is to provide a program to meet individual needs.

Mrs. McConnell-Miss Sweitzer, Instructors
Battle Ground High School, Battle Ground School District No. 119
Battle Ground, Clark County

District Size: Group II—2,000-19,999 enrollment

English 2600

Program Statistics:
Subject(s): English
Grade(s): 12
Year began: 1961
Number of students: 60
Number of teachers: 1
Approx. mental ability: Low achievement, not necessarily low I. Q.
Time: 285 minutes per week
Number of weeks: 18

Special equipment or materials: Harcourt-Brace "English 2600" Programed Text
Results so far: Steady improvement of all students involved. Improved morale.
Written description: No
Observation of program: During first semester

Description and purpose:

English 2600 is employed in a remedial English program for seniors. Three classes average 20 pupils. Each unit works "lockstep" as a group. The pupils have displayed much interest.

The main purpose is to improve usage for those students who have failed to grasp basic fundamentals. Evaluation is based on teacher-constructed tests.

Damon Peeler, English-Spanish Instructor
Central Kitsap High School, Central Kitsap School District No. 401
Silverdale, Kitsap County

District Size: Group II—2,000-19,999 enrollment

Accelerated College Prep Course in Composition, Literature and Logic

Program Statistics:
Subject(s): English composition and English literature
Grade(s): 10-12
Year began: 1961
Number of students: 90
Number of teachers: 3
Approx. mental ability: Gifted
Time: 270 minutes per week
Number of weeks: Two semesters

Special equipment or materials: For literature: Harcourt-Brace Olympic Edition; Warriner Grammars; paperbacks
Results so far: Students accept it readily; teachers as well. 2600 is inadequate.
Written description: Yes
Observation of program: Any time

Description and purpose:

The program consists of one class in each grade level (10-12) using basic texts plus approximately five supplementary paperback texts purchased by the students. Grade 12 uses the Harcourt-Brace programed text, *English 2600.*

The purpose of the program is to encourage extensive work in composition of an objective nature, as well as to study in considerable depth a limited selection of world literature.

Phillip R. Wickstrom, Chairman of English Department
Centralia Senior High School, Centralia School District No. 401
Centralia, Lewis County

District Size: Group II—2,000-19,999 enrollment

English for the More Able Learner, Grade 10

Program Statistics:
Subject(s): English
Grade(s): 10
Year began: 1960
Number of students: 55
Number of teachers: 1
Approx. mental ability: Above average to gifted
Time: 265 minutes per week
Number of weeks: 36

Special equipment or materials: Selected texts; much teacher-prepared material
Results so far: Considered successful
Written description: Yes
Observation of program: Any time

Description and purpose:

This program is an extension of one started several years ago when top groups were selected in English for the tenth grade. The new course of study was especially designed for these groups and was taught in 1960-61. The course consists of new approaches (in depth) to a study of types of literature and writing.

The purpose is to provide a course in literature and writing appropriate for top students in grade 10. Evaluation is based on standardized tests and teacher-judgment.

Mrs. Nan Beachner, Curriculum Consultant
Richland School District No. 400
Richland, Benton County

District Size: Group II—2,000-19,999 enrollment

Team-teaching for High Level College Preparatory Students

Program Statistics:

Subject(s): English

Grade(s): 12

Year began: 1960

Number of students: 100

Number of teachers: 4

Approx. mental ability: Above average to gifted

Time: 275 minutes per week

Number of weeks: 36

Special equipment or materials: Large lecture room; opaque projectors; overhead projector on occasion; large room for student-led discussion sections

Results so far: Very favorable—students indicate real value from the program.

Written description: Yes

Observation of program: Any time, but Monday or Tuesday is preferable.

Description and purpose:

The program organization is as follows: large group presentations are on Monday and Wednesday. On Tuesday and Thursday, student-led problem solving sections (seven to eight students) meet. On Friday, standard-sized classes meet, and, in addition, the leader training classes (for group leaders) meet. The student-led sections report through forms, papers, panels, large-group discussions, and other means.

The main purpose of the program is to develop habits of independent study—scholastic self-reliance. Students are selected by their desire to participate, their past achievement in English, and standard scores.

Richard Lander, Chairman, English Department
Shoreline High School, District No. 412
Seattle, King County

District Size: Group II—2,000-19,999 enrollment

Advanced Placement in High School English

Program Statistics:

Subject(s): English

Grade(s): 12

Year began: 1959

Number of students: 10

Number of teachers: 1

Approx. mental ability: 125

Time: 280 minutes per week

Number of weeks: 36

Special equipment or materials: A list of ten selected books (paperbacks) at a cost to the school district of $13.00 per student.

Results so far: This program has been very successful

Written description: No

Observation of program: Any time during school year

Description and purpose:

The program allows students to attend a regular Honors Class at Eastern Washington State College. Under the close supervision of a college professor, they spend the entire year reading and writing.

Selection is based on achievement, creativity, and teacher judgment. Evaluation is by a committee composed of college faculty, high school faculty, and administration. The main purpose of the program is to offer more opportunities and challenge to the gifted student.

George A. Fisher, Principal
Cheney High School, Cheney School District No. 360
Cheney, Spokane County

District Size: Group III—1,000-1,999 enrollment

High School English Ability Grouping

Program Statistics:
Subject(s): English
Grade(s): 10-12
Year began: 1958
Number of students: 350 (all students)
Number of teachers: 4
Approx. mental ability: One group above average; other below average
Time: 300 minutes per week
Number of weeks: 36
Special equipment or materials: None
Results so far: Excellent
Written description: No
Observation of program: Any time

Description and purpose:

The program offers the above average group considerably more work than the below-average one.

The main purpose of the program is to give the above-average group more college-preparatory work. Evaluation is based on the general judgment of the teachers and principal.

Clarence McClure, Superintendent
Grandview Public Schools, Grandview School District Jt. 116-200
Grandview, Yakima County

District Size: Group III—1,000-1,999 enrollment

Expanded Literature—11th Grade

Program Statistics:
Subject(s): Literature
Grade(s): 11
Year began: 1961-62
Number of students: 120 (all students in 4 sections)
Number of teachers: 2
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: 18
Special equipment or materials: SRA kits (Lab IVa, RFV) controlled reader, paperback novels
Results so far: Students have read much more, show increased interest in literature
Written description: Yes
Observation of program: By appointment any time

Description and purpose:

The program is aimed at challenging all children at their own levels; providing reading instruction; making use of a broad range of materials; providing listening, speaking, reading, and writing experiences.

The main purpose of the program is to meet individual needs to enrich the overall program, and to teach reading. The results are being evaluated through test scores (SRA Reading Survey) and observation.

Dr. W. J. Riggs, Admin. Asst.-Instr. and Guidance
West Valley School District No. 363
Spokane, Spokane County

District Size: Group III—1,000-1,999 enrollment

Developmental English

Program Statistics:
Subject(s): Developmental reading and composition
Grade(s): 10 and 11
Year began: 1961
Number of students: 15
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 18

Special equipment or materials: Scott Foresman, *Galaxy*; eye movement exercises
Results so far: Some progress has been made. Teachers, students, and parents approve.
Written description: No
Observation of program: Late fall or second semester

Description and purpose:

This program attempts to increase general ability in English. Specific training is given in composition, developmental reading, and vocabulary development in the hope that strengthening these areas will generally increase competency.

The main purpose is to increase overall efficiency in written communication. It is being evaluated basically through teacher-made tests.

Fred R. Broyles, English Teacher
Rosalia High School, Rosalia School District No. 256
Rosalia, Whitman County

District Size: Group IV—250-999 enrollment

College Preparatory and Advanced Placement English

Program Statistics:
Subject(s): English Composition and Literature
Grade(s): 12
Year began: 1961
Number of students: 15
Number of teachers: 1
Approx. mental ability: High
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Scott Foresman *Writer's Guide and Index to English*; various paperbacks.
Results so far: Students and parents like it; faculty is enthusiastic.
Written description: No
Observation of program: Any time after October

Description and purpose:

This combined composition-grammar-literature course is for college preparation. Some students are selected on the basis of achievement test scores. These students receive college credit at EWSC.

The main purpose is to prepare students for college and to widen their horizons. Evaluation is based on conferences with the college staff and high school teacher-made test scores.

Fred R. Broyles, High School Teacher
Rosalia High School, Rosalia School District No. 256
Rosalia, Whitman County

District Size: Group IV—250-999 enrollment

Programed Instruction in English Grammar

Program Statistics:
Subject(s): English Grammar
Grade(s): 11 this year (9-12 next year)
Year began: 1961
Number of students: 2 this year, 31 next year
Number of teachers: 1
Time: Variable
Number of weeks: As long as necessary
Special equipment or materials: English 2600 Programed Textbook
Results so far: Not good because of lack of interest of the two boys. The teacher is interested in trying with entire class.
Written description: No

Description and purpose:

The program was used by two juniors who needed remedial assistance in English grammar. Next year it will be used throughout high school in order for students to review grammar at individual rates.

The main purpose of the program is to provide individual rate-controlled instruction for students who cannot keep up with the group. Results are evaluated by tests which accompany the books.

Barbara J. Miller, English Teacher
Kahlotus High School, Kahlotus School District No. 56
Kahlotus, Franklin County

District Size: Group V—100-249 enrollment

Developmental Reading

Program Statistics:
Subject(s): Reading
Grade(s): 10-12
Year began: 1959
Number of students: 120
Number of teachers: 1
Approx. mental ability: Average or better
Time: 150 minutes per week
Number of weeks: 18
Special equipment or materials: Controlled reader, SRA Laboratory, Rateometer
Results so far: Decided increase in speed and comprehension
Written description: Yes
Observation of program: Any time after first month of school

Description and purpose:

College bound students with average or better ability who read less than 350 words per minute are required to take developmental reading for one semester. The course may be repeated to increase speed and comprehension if a student desires.

Evaluations are displayed on graphs which indicate changes in speed and comprehension. College grades will be checked as a follow-up procedure. Study, personal experience, and discussion with other school people stimulated consideration of this plan.

Harold B. Moe, Principal
Snohomish High School, Snohomish School District No. 201
Snohomish, Snohomish County

District Size: Group II—2,000-19,999 enrollment

Programed Instruction for Reading Improvement

Program Statistics:
Subject(s): Reading
Grade(s): 12
Year began: 1961
Number of students: 26
Approx. mental ability: Varied
Time: 100 minutes per week
Number of weeks: 6

Special equipment or materials: EDL Controlled Reader; SRA Reading Lab., etc.
Results so far: Satisfactory. Tremendous increase in speed with no decrease in comprehension.
Written description: Yes
Observation of program: Mid-fall

Description and purpose:

The program is designed to improve reading skills for interested seniors, especially those bound for college. Latest laboratory development materials are used. This is an experimental course and is now being considered for regular use.

The main purpose of the program is to improve speed and comprehension in reading. Standardized tests are used in the evaluation.

Robert Kellman, Special Education
Selah Junior High School, Selah School District No. 119
Selah, Yakima County

District Size: Group III—1,000-1,999 enrollment

Language Laboratory

Program Statistics:
Subject(s): Spanish (other languages in future)
Grade(s): 10-12
Year began: 1960
Number of students: 45
Number of teachers: 1
Approx. mental ability: Average and above average
Time: 285 minutes per week
Number of weeks: 36

Special equipment or materials: Recorder at each student position and tapes (predominantly teacher-made)
Results so far: Generally favorable
Written description: No
Observation of program: First semester

Description and purpose:

The program provides for weekly oral tests for comprehension and speaking. Written tests are de-emphasized without decrease of reading. The main purpose is to stimulate listening comprehension and fluency in speaking.

Since the evaluation devices are unavailable as yet, evaluation has been extremely subjective. The WEA Curriculum Conference stimulated consideration oı this plan.

Damon Peeler, English-Spanish Instructor
Central Kitsap High School, Central Kitsap School District No. 401
Silverdale, Kitsap County

District Size: Group II—2,000-19,999 enrollment

Language Laboratory

Program Statistics:
Subject(s): Foreign Language
Grade(s): 10, 11, 12
Year began: 1961
Number of students: 130 approx.
Number of teachers: 3
Time: 75 minutes per week
Number of weeks: 36

Special equipment or materials: Electronic language lab console and 30 booths
Results so far: Excellent
Written description: No
Observation of program: Any time

Description and purpose:

This aural-oral language program is presented as outlined by the National Foreign Language Teachers' Institute. The plan came from the National Principals' Association program of language teaching. Results are evaluated by comparison to progress of previous years.

Hobart G. Jenkins, Principal
Mead Senior High School, Mead School District No. 354
Spokane, Spokane County

District Size: Group III—1,000-1,999 enrollment

Language Laboratory

Program Statistics:
Subject(s): Foreign Languages
Grade(s): 10-12
Year began: 1960
Number of students: 166
Number of teachers: 2
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: 36

Special equipment or materials: Booths, console, w/tape, 5 tape decks
Results so far: No objective evidence; motivation appears to be improved.
Written description: Yes
Observation of program: Any time

Description and purpose:

The program includes instruction in Spanish I and II, French I, and Latin I and II. Tapes, monitored by the teacher, are used extensively. The main purpose of the program is to improve the effectiveness of foreign language instruction. Methods of evaluation are still being investigated.

Eugene Riehl, Principal
North Kitsap High School, North Kitsap School District No. 400
Poulsbo, Kitsap County

District Size: Group III—1,000-1,999 enrollment

French

Program Statistics:
Subject(s): Foreign Language
Grade(s): 10-12
Year began: 1961
Number of students: 22
Number of teachers: 1
Approx. mental ability: 112
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: RCA mobile language lab.
Results so far: Good for better students—poor for weak students.
Written description: No
Observation of program: Any time

Description and purpose:

Students listen to recordings, tapes, and their teacher. They repeat what they hear, make tapes of their own translations, and respond to the teacher. This course is an elective.

It is teacher-evaluated. The main purpose of the program is to teach students to read and speak French.

Margaret Eubank, French Teacher
Clallam Bay School, Cape Flattery District 401
Clallam Bay, Clallam County

District Size: Group IV—250-999 enrollment

Language Laboratory

Program Statistics:
Subject(s): French
Grade(s): 10-12
Year began: 1960
Number of students: 37
Number of teachers: 1
Approx. mental ability: Average
Time: 30-60 minutes per week
Number of weeks: 36

Special equipment or materials: Tape recorder and 10 listening stations (5 speaking stations)
Results so far: Motivates interest in pronunciation improvement and listening comprehension
Written description: No
Observation of program: Preferably after January 1

Description and purpose:

This program is used to supplement regular grammar and reading instruction. Prepared tapes from "La Juenesse" are used, along with tapes taken from "Living Language" records. For punctuation drills, students record on tapes. All first and second year French students are in this program.

The main purpose is to improve instruction in the teaching of French in the high school. Evaluation is based on test scores and teacher's judgment.

Richard Weir, French Department
Leavenworth High School, Leavenworth School District No. 128
Leavenworth, Chelan County

District Size: Group IV—250-999 enrollment

Foreign Language Program

Program Statistics:
Subject(s): German and French
Grade(s): 10-11
Year began: 1961
Number of students: 50
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Records, tapes, and visual aids
Results so far: Some are just beginning to try their command of the language in their everyday existence
Written description: No
Observation of program: Always welcome

Description and purpose:

This program is a functional approach to teaching foreign language, placing the emphasis on speaking. There are no time limits nor any "fuss over failure."

The main purposes are for these students to learn the sound of the language, develop practical vocabularies, and gain insights into the grammar.

A. Brown, Principal
Riverside High School, District No. 416
Milan, Spokane County

District Size: Group IV—250-999 enrollment

Spanish

Program Statistics:
Subject(s): Conversational Spanish
Grade(s): Senior high
Year began: 1961
Number of students: 10-12
Number of teachers: 1
Approx. mental ability: Average
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Tape recorders and records
Results so far: Class speaks language taught for entire period in session—satisfactory results.
Written description: Yes

Description and purpose:

The class is held daily, five days a week. The class studies Spanish grammar and sentence structure. In addition they learn to read, write, and speak the language with proficiency. Interest is the only criterion of selection.

Tests and teacher-opinion of proficiency in reciting are used in the evaluation. The main purpose of the program is to teach a conversational course in a foreign language.

Ralph G. Miller, Teacher
Trout Lake School, District No. R-400
Trout Lake, Klickitat County

District Size: Group V—100-249 enrollment

Spanish

Program Statistics:
Subject(s): Spanish
Grade(s): 11-12
Year began: 1961
Number of students: 5
Number of teachers: 1
Approx. mental ability: 110
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: El Camino Real-text. Records-The Living Language Series with Manual.

Results so far: Students seem to like the subject, but they would like to have more conversation and less grammar.

Written description: No

Observation of program: Second semester 1963

Description and purpose:

Since some of the students were weak in English and did not know their grammar, the teachers spend some time on English grammar, especially the six tenses, parts of speech, etc.

The main purpose of the program is to improve an understanding of English and to encourage an interest in foreign language. Evaluation is by the teachers.

English and History Teacher
Molson High School, Molson School District No. 400
Molson, Okanogan County

District Size: Group VI—99 or fewer enrollment

High School Crafts

Program Statistics:
Subject(s): Crafts for both boys and girls
Grade(s): 10-12
Year began: 1961
Number of teachers: 1
Time: 1st sem. 250 minutes per week; 2nd sem. 500 minutes per week
Number of weeks: 36

Special equipment or materials: Shop and shop tools

Results so far: Demand grew to extent that an additional class period was necessary the second semester. Will be limited to one period again next year.

Written description: No

Observation of program: Any time

Description and purpose:

This elective course provides opportunities for students to work with leather, metals, wood, and plastics.

William Brandner, Industrial Arts Instructor
White Swan High School, White Swan District No. 88
White Swan, Yakima County

District Size: Group IV—250-999 enrollment

Calculus and Analytic Geometry I on TV

Program Statistics:

Subject(s): Mathematics

Grade(s): 12

Year began: 1959

Number of students: 1959-60, 292; 1960-61, 267; 1961-62, 134.

Number of teachers: 1 TV teacher

Approx. mental ability: Gifted students

Time: 180 minutes per week

Number of weeks: School year

Special equipment or materials: Visual presentation, direct teaching

Results so far: High percentage of students pass advanced placement tests; teachers are enthusiastic; interested students voluntarily view this program at noon.

Written description: Yes

Observation of program: The program, over KCTS-TV, is broadcast each day at noon.

Description and purpose:

This program was planned especially for the advanced placement needs of students planning to go on in math at the college level. The format of the program included the direct teaching approach with the teacher using crayon pencil, visual objects, and large newsprint scratch pad.

The main purpose of the program is to provide in-service education for teachers, provide for the able learner in math, prepare qualified students to take the advanced placement program, and allow students to work at their own rate of speed. Evaluations are based on student reactions, teacher reactions, percentage of students who pass the placement tests for advanced rating, and utilization surveys.

Nick Massey, Supervisor Mathematics
Wana McDole, Supervisor TV Education
Seattle Public Schools, Seattle School District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

Solid Geometry and Trigonometry Replaced by "Advanced Mathematics"

Program Statistics:

Subject(s): Mathematics

Grade(s): 12th

Year began: 1960

Number of students: 23

Approx. mental ability: Above average

Special equipment or materials: None

Results so far: Good

Written description: No

Observation of program: Any time—offered between 1:30-2:30

Description and purpose:

This program de-emphasizes the problem-solving approach and replaces it with the studying of graphs, the proving of identities, etc. Students must have completed all math prerequisites in order to participate.

A. C. Zeller, Instructor
Battle Ground High School, Battle Ground School District No. 119
Battle Ground, Clark County

District Size: Group II—2,000-19,999 enrollment

Programed Instruction—(TEMAC)—Mathematics

Program Statistics:

Subject(s): Algebra—introduction to trigonometry, geometry

Grade(s): 10 and 11

Year began: 1961

Number of students: 14

Number of teachers: 1

Approx. mental ability: Average to high

Time: 250 minutes per week

Number of weeks: 36

Special equipment or materials: Encyclopedia Britannica TEMAC Programed units and enrichment booklets, dittoed home work, tests.

Results so far: Average to high—50 percentile to 99th percentile.

Written description: No

Observation of program: November or May

Description and purpose:

This pilot study is organized in seminar form. Each student has a programed unit. Tests and quiz sessions are by student request with guide lines structured. Teacher time is available for conferences. Homework is assigned only for reinforcement and enrichment. Reference and enrichment libraries are available at any time. The program will be evaluated each year.

The purpose of the program is to provide individualized instruction—each student proceeding at his own pace. The teacher has time to challenge the able student and to assist the slow student. Standard achievement test scores as compared with results in regular programs, interviews, and teacher-observations are also used.

Mrs. Virginia White, Chairman, Mathematics Department
Lake Washington Senior High School, District No. 414
Kirkland, King County
District Size: Group II—2,000-19,999 enrollment

Enriched and Accelerated Math

Program Statistics:

Subject(s): Mathematics

Grade(s): 7-9

Year began: 1958

Number of students: 90-120

Number of teachers: 3

Approx. mental ability: High

Time: 250 minutes per week

Number of weeks: 36

Special equipment or materials: SMSG Math program

Results so far: Favorable reaction from pupils, parents, teachers. Test results indicate a positive improvement.

Written description: No

Description and purpose:

Students who have been in the special (enrichment-accelerated) math program in elementary school are started in SMSG materials in grade 7, are enrolled in algebra in grade 8, and study advanced algebra in grade 9. Some new enrollees are included each year.

The main purpose is to provide an enriched and accelerated program for students with high math interest and ability. Evaluation is through standardized test results and teacher-opinion.

Russell V. Eyer, Principal, Monticello Junior High
Longview School District No. 122
Longview, Cowlitz County
District Size: Group II—2,000-19,999 enrollment

Programed Instruction in Advanced Algebra

Program Statistics:
Subject(s): Advanced Algebra
Grade(s): 11-12
Year began: 1961-62
Number of students: 23
Number of teachers: 1
Approx. mental ability: Average (Object was to set up a "typical" class)
Time: 250 minutes per week
Number of weeks: 36
Special equipment or materials: "TEMAC Programed Algebra II" published by Encyclopedia Britannica Films
Results so far: Students accept it; former C and D students show best results with program; there was no parental criticism, teachers would like program if used on a limited scale.
Written description: Yes
Observation of program: Any time

Description and purpose:

A selected "typical" class uses programed instruction as the primary means of instruction. The program is supplemented with enrichment material from time to time. Throughout the year, for comparative purposes, the same tests are given to all advanced algebra classes.

The main purpose of the program is to attempt to determine the teacher's role in programed learning and to attempt to determine its desirability for various ability groups of students. For evaluation, past achievement is examined and a continuous comparison is made with standard classes.

Sid W. Parker, Chairman, Mathematics Department
Oak Harbor High School, Oak Harbor School District No. 201
Oak Harbor, Island County

District Size: Group II—2,000-19,999 enrollment

Program Instruction in Secondary Mathematics

Program Statistics:
Subject(s): Algebra and Trigonometry
Grade(s): 9-11
Year began: 1961
Number of students: Algebra, 37; Trigonometry, 20
Number of teachers: 2
Approx. mental ability: Average
Time: Algebra, 200 minutes per week; Trigonometry, 225 minutes per week
Number of weeks: Algebra, 36; Trigonometry, 18
Special equipment or materials: E.B.F. Temac program textbooks
Results so far: Too early to tell. However, teachers and pupils are highly satisfied.
Written description: Yes
Observation of program: Any time

Description and purpose:

The materials are used in an average algebra class and average trigonometry class. No traditional materials are used.

H. W. Handy, Assistant Superintendent
Port Angeles School District No. 21
Port Angeles, Clallam County

District Size: Group II—2,000-19,999 enrollment

Programed Texts

Program Statistics:
Subject(s): Mathematics
Grade(s): 12
Year began: 1961
Number of students: 2
Number of teachers: 1
Approx. mental ability: Above average
Time: 150-190 minutes per week
Number of weeks: 18

Special equipment or materials: Programed texts
Results so far: Very good
Written description: No
Observation of program: Any time

Description and purpose:

This program provides that students be placed into a group in which a teacher teaches on an individual basis. The student goes at his own pace and is periodically tested.

Evaluation of progress is based on standardized tests and tests which accompany the programed texts.

Harold F. Kafer, Principal
Quincy High School, Quincy School District No. 144
Quincy, Grant County
District Size: Group III—1,000-1,999 enrollment

An 8:00 Class in Trigonometry

Program Statistics:
Subject(s): Trigonometry
Grade(s): 12th
Year began: 1959
Number of students: 5
Number of teachers: 1
Approx. mental ability: Average
Time: 300 minutes per week
Number of weeks: 36

Special equipment or materials: Holt—*A Modern Course in Trigonometry*
Results so far: Too early in the program to tell
Written description: No
Observation of program: Any time

Description and purpose:

Students progress on the bases of their own abilities. Characteristics used in selection of students are teacher judgment and interest shown on the part of the student.

The main purpose of the program is to make more mathematics available to high school students. Evaluations are based on teacher-opinion and tests.

W. Lane Woods, High School Math Instructor
Asotin Public Schools, District No. 400
Asotin, Asotin County
District Size: Group IV—250-999 enrollment

Programed Instruction in Algebra

Program Statistics:
Subject(s): 1st year Algebra
Year began: 1961
Number of students: 2
Number of teachers: 1
Approx. mental ability: Below average
Time: 57 minutes per week
Number of weeks: 15
Special equipment or materials: TEMAC, programed material in algebra, Encyclopedia Britannica Films
Results so far: Only beginning
Written description: No

Description and purpose:

Use of this material has been confined to two boys failing elementary algebra. The main purpose is to see whether programed material can be a teaching aid for remedial work. The program is being evaluated through teacher judgment and test (teacher-made) results.

James A. Spooner, Principal
Wahkiakum High School, Cathlamet School District No. 150
Cathlamet, Wahkiakum County

District Size: Group IV—250-999 enrollment

Integrated Plane and Solid Geometry

Program Statistics:
Subject(s): Plane and Solid Geometry
Grade(s): 10th
Year began: 1961
Number of students: 32
Number of teachers: 1
Approx. mental ability: 112
Time: 360 minutes per week
Number of weeks: 36
Special equipment or materials: None
Results so far: Very satisfactory
Written description: No
Observation of program: Any time

Description and purpose:

The main purpose of the program is to accelerate the math program so that it may be possible to present a more advanced course in the fourth year. A knowledge of the nation's need for mathematicians stimulated the instigation of this program. Full evaluation cannot be made until the present 10th graders reach grade 12.

Mrs. Esther R. Rice, Head, Mathematics Department
Coulee Dam High School, District No. 401
Coulee Dam, Okanogan County

District Size: Group IV—250-999 enrollment

Special Advanced Mathematics

Program Statistics:

Subject(s): Advanced Algebra, Calculus, Trigonometry
Grade(s): 12
Year began: 1960
Number of students: 12
Number of teachers: 1
Approx. mental ability: Gifted
Time: 4½ hours per week
Number of weeks: 36
Special equipment or materials: New texts, special math problem workbooks.
Results so far: Excellent
Written description: No
Observation of program: October, 1962

Description and purpose:

Selection for this program is based on ability and vocational interest. The students must work hard. Follow-up studies and tests are used in the evaluation.

Curtis Perry, Science-Mathematics Instructor
Entiat High School, Entiat School District No. 127
Entiat, Chelan County

District Size: Group IV—250-999 enrollment

Programed Learning (TEMAC)

Subject(s): Advanced Algebra, Trigonometry
Grade(s): 11 and 12
Year began: 1961
Number of students: 24
Number of teachers: 1
Approx. mental ability: Above average
Time: 265 minutes per week
Number of weeks: 36
Special equipment or materials: Encyclopaedia Britannica Films (TEMAC)
Results so far: Hard to evaluate—unable to get material when needed
Written description: No
Observation of program: After October 1

Description and purpose:

The main purpose of this plan is to improve the mathematics program by offering advanced courses not otherwise available in a small high school. It is being evaluated by national tests, by pupil reaction, and by staff reaction.

Donald W. Olson, Superintendent
Morton High School, Morton School District No. 214
Morton, Lewis County

District Size: Group IV—250-999 enrollment

High School Mathematics

Subject(s): Mathematics
Grade(s): 10-11-12
Year began: 1961
Number of students: 25
Number of teachers: 3
Approx. mental ability: 110-130
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: None

Description and purpose:

This program resulted, in part, from a survey of the graduates of District No. 301. The district is investigating the following possibilities of adding vitality to the existing mathematics program: (1) offering general math on a yearly basis, thereby moving slower students into a math course they can understand and profit from and, also, making it possible to move faster with a higher ability Algebra 1 class; (2) including introduction to solid geometry with plane geometry for 10th or 11th grades; (3) alternating geometry and second year algebra in the 10th and 11th grades and providing a 12th grade math course to include trigonometry, advanced algebra, and introduction to calculus; (4) experimenting with programed courses in math to see whether they satisfactorily augment the present program, and whether they can be used to alleviate scheduling problems which often arise in small schools.

Kenneth F. White, Principal
Palouse High School, Palouse School District No. 301
Palouse, Whitman County
District Size: Group IV—250-999 enrollment

Trigonometry—Programed Learning (as part of a multiple class)

Program Statistics:
Subject(s): Mathematics
Grade(s): 11 and 12
Year began: 1961
Number of students: 8
Number of teachers: 1
Approx. mental ability: Above-average
Time: 275 minutes per week
Number of weeks: 25 to 36
Special equipment or materials: Programed material from Encyclopedia Britannica
Results so far: It looks good, but further evaluation is necessary
Written description: Yes
Observation of program: Any time

Description and purpose:

Each student, with a little teacher instruction, proceeds at his own pace through this course—a small step at a time. This course is offered at the same hour, in the same room and with the same instructor as the advanced algebra course. Students must have had geometry and advanced algebra.

The main purpose of the program is to experiment with this type of instruction and save teacher-time. Evaluation is based on test results, student interest, teacher reaction and amount of work covered in a given length of time.

G. Hood Simon, Teacher
Peshastin-Dryden High School, District No. 200
Peshastin, Chelan County
District Size: Group IV—250-999 enrollment

Modern College Prep Mathematics

Program Statistics:
Subject(s): Mathematics
Grade(s): 12
Year began: 1959
Number of students: 4-6 per year
Number of teachers: 1
Approx. mental ability: Gifted
Time: 300 minutes per week
Number of weeks: 36
Special equipment or materials: Use of some advanced films. Allendorfer and Oakley as text
Results so far: Students very happy with comparative level in college programs.
Written description: No
Observation of program: Any time

Description and purpose:

This course covers an introduction to analytical geometry, boalean algebra, calculus, and further work in logic.

The main purpose of the program is to more adequately prepare those entering fields requiring ability in mathematics. Evaluation is through individual contact with graduates—no objective analysis.

Ed Pariseau, Mathematics Instructor
Tonasket High School, Tonasket School District No. 404
Tonasket, Okanogan County

District Size: Group IV—250-999 enrollment

Programed Algebra for a Palsied Youth

Program Statistics:
Subject(s): Algebra I
Grade(s): 10
Year began: 1961
Number of students: 1
Number of teachers: 1
Approx. mental ability: Above average
Time: 200 minutes per week
Number of weeks: 36
Special equipment or materials: Min./Max. and materials from Grolier Society
Written description: No

Description and purpose:

The student does the programed work in a regular classroom. He does some work on the blackboard.

The only purpose is to help a student with cerebral palsy gain knowledge in algebra in an effective but unobtrusive way.

Don Finley, Math Teacher
Northport School District No. 93
Northport, Stevens County

District Size: Group VI—99 or fewer enrollment

Co-educational Physical Education

Program Statistics:

Subject(s): Physical Education
Grade(s): 11-12
Year began: 1961
Number of students: Approx. 80
Number of teachers: 2
Approx. mental ability: Average
Time: 175 minutes per week
Number of weeks: Approx. 17 weeks for each semester

Special equipment or materials: Regulation P. E. equipment
Results so far: Personal appearance excellent. Improvement in: Physical development; muscle coordination, mental attitude, and human relations
Written description: No
Observation of program: Any time between 1:30 and 2:00 p. m., 5 days per week

Description and purpose:

Activities are as follows: First semester: softball, archery, volleyball, gymnastics; second semester: volleyball, archery, tennis, badminton, gymnastics, speedaway. Girls and boys are divided equally on all teams. One credit per semester is accepted for graduation.

To participate in this program, a student must have at least a "C" average and have completed sophomore physical education.

Mrs. Gwen Williams or Woodward Davis, Teachers, Health
and Physical Education
Olympia High School, District No. 1
Olympia, Thurston County

District Size: Group II—2,000-19,999 enrollment

Physical Science Study Committee Physics Program

Program Statistics:

Subject(s): Science (Physics)
Grade(s): 11 and 12
Year began: 1958
Number of students: 270 approx.
Number of teachers: 10
Time: 250 minutes per week
Number of weeks: Entire school year

Special equipment or materials: None
Results so far: Favorable
Written description: Yes
Observation of program: October-May

Description and purpose:

All recently organized science curriculum committees sponsored by the National Science Foundation have a number of unique characteristics in the modern curriculum movement in science teaching:

1. For the first time, complete text books are being written and experimentally tested in the classroom for two or three years before final publication. The same procedure is also being used in developing learning aids for each course.
2. The laboratory is more intimately a part of the total learning activity than ever before. The evaluation program is being developed to measure important outcomes of science teaching such as "the ability to suggest new lines of investigations based on observations."
3. The involvement of the scientific community in curriculum improvement has been extensive. Scientists have been helpful in

developing organizational criteria, formulating methods of teaching and creating teaching aids.

4. The re-training for those who plan to teach the courses is a most important facet of the experimental programs. The enthusiastic work of the experimentors is equally significant.

(These characteristics are also descriptive of the Chemical Education Materials Study and the Biological Sciences Curriculum Study programs in which Seattle is participating.)

Evaluation is by national committees and local staff.

The program started in 1958 and is continuing. The decision will be made this year of the place of this program in relation to the total science program. Anyone who wants to may elect the program. The classes are formed from the normal percentage of high school pupils that elect physics.

Louisa Crook, Director of Science
Seattle Public Schools, Seattle School District No. 1
Seattle, King County

District Size: Group I—More than 20,000 enrollment

BSCS Biology—Yellow version

Program Statistics:
Subject(s): Biological Sciences
Grade(s): 10 (some 11 and 12)
Year began: 1960
Number of students: 135
Number of teachers: 1
Approx. mental ability: Average
Time: 275 minutes per week
Number of weeks: 36

Special equipment or materials: Texts and laboratory manuals supplied by BSCS
Results so far: Excellent! But most agree that material is written for upper 60% of students.
Written description: Yes
Observation of program: At your convenience, just let the district know. (Monday-Friday, 8:00 to 2:20 p. m.)

Description and purpose:

The district has participated as a member of the Tacoma BSCS testing center. In addition, the district has utilized a six-week block of time to study "Plant Growth and Development" using only the laboratory with no formal lecture periods.

The main purpose is to develop a more efficient method for teaching high school biology with special emphasis on allowing the student to discover broad principles rather than specific details. Results are evaluated by: (1) teacher participants, (2) BSCS writing evaluation staff, and (3) Educational Testing Service.

Donald E. Acheson, Biology Instructor
North Thurston High School, North Thurston School District No. 3
Lacey, Thurston County

District Size: Group II—2,000-19,999 enrollment

Scheduling of Laboratory-Centered Science Classes

Program Statistics:
Subject(s): Biology and Chemistry
Grade(s): 10, 11, 12
Year began: 1960
Number of students: 320
Number of teachers: 3
Approx. mental ability: 110
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: None (except for additional laboratory experimental equipment and materials)
Results so far: Gratifying to professional staff
Written description: Yes

Description and purpose:

Students receive two lecture periods, one quiz period, and one double laboratory period each week. Periods are approximately 55 minutes in length. Lecture groups are double-sized classes (30-50); lab classes are single-sized (15-25), quiz sections are also single. The main purposes of the program are to offer students more time in the laboratory, to allow more opportunity for the teacher to aid individuals having difficulty, and to encourage better-planned lectures and laboratory experiences. This plan was considered because of a dissatisfaction with single-period labs and a desire to improve the quality of all science courses (individual attention, labs, lectures). Evaluations of student achievement are made by the teachers. The fact that teachers no longer must deliver six lectures on some days is a point favoring this arrangement.

James M. Garner, Chairman, Science Department
Oak Harbor High School, Oak Harbor School District No. 201
Oak Harbor, Island County
District Size: Group II—2,000-19,999 enrollment

Team Teaching in Earth Science

Program Statistics:
Subject(s): Earth Science
Grade(s): 10-11-12
Year began: 1961
Number of students: 90
Number of teachers: 3
Approx. mental ability: Average
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: Lecture room
Results so far: Very good
Written description: Yes

Description and purpose:

Three classes are scheduled to meet at the same period. Two or three times per week they meet to hear a lecture on the subject being studied by the teacher who is best qualified to instruct that particular subject.

The main purpose of the program is to investigate the advantages and disadvantages of the "team teaching" approach. There are no prerequisites; it is an elective course. Evaluations were to have been based on reports and discussions held at the end of the first year. The principal stimulated consideration of this program.

Wilbur J. Keller, Head of Science Department
Olympia High School, District No. 1
Olympia, Thurston County
District Size: Group II—2,000-19,999 enrollment

Advanced Biology

Program Statistics:

Subject(s): Invertebrates, Vertebrates, Plant Life

Grade(s): 10-12

Year began: 1960

Number of students: 17

Number of teachers: 1

Approx. mental ability: Average

Time: 275 minutes per week

Number of weeks: 36

Special equipment or materials: New materials which are appropriate.

Results so far: Program constantly being improved

Written description: No

Observation of program: When convenient

Description and purpose:

The beginning of course work is designed to reacquaint students with the development of the living organism — showing progression through the phylum. The second semester places emphasis on human physiology and project work, encouraging individual work on a research basis. The program allows two hours of lab work weekly.

The main purpose is to acquaint students with the depth and vastness of biology and the future it can offer interested individuals. Evaluations are on an individual performance basis. Projects, oral and written presentations, tests, and homework are all being evaluated.

Jack L. Bond, Biology Department
Toppenish Sr. High School, Toppenish School District No. 202
Toppenish, Yakima County

District Size: Group II—2,000-19,999 enrollment

Advanced Biology

Program Statistics:

Subject(s): Botany-Zoology

Grade(s): 11 and 12

Year began: 1960

Number of students: 20-25

Number of teachers: 1

Approx. mental ability: Above average

Time: 275 minutes per week

Number of weeks: 36

Special equipment or materials: Several models — stero - microscope, oil immersion micro scope

Results so far: Progress being made: Enrollment increasing each year.

Written description: Yes

Observation of program: September-October

Description and purpose:

This program emphasizes laboratory work and individual interests. A college freshman textbook and laboratory manual are used. Six weeks are spent doing taxidermy work.

The main purpose is to provide a high level program for students planning to continue the study of life science in college. The program is instructor-evaluated in terms of interest shown. Standardized evaluative instruments will be used in 1964.

Edmund J. Bock, Principal
Othello High School, Othello School District No. 147-163-55
Othello, Adams County

District Size: Group III—1,000-1,999 enrollment

Modern Physics Instruction

Program Statistics:
Subject(s): Physics
Grades(s): 11-12
Year began: 1961
Number of students: 11
Number of teachers: 1
Approx. mental ability: 115-120
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials:
PSSC recommended material
Written description: Yes
Observation of program: Mid-fall

Description and purpose:

The PSSC Physics Program has superseded the traditional program. A new course in physical science has been added for average science students. The main purpose of the PSSC program is to provide more challenge to the academically gifted science student. No evaluation procedure exists at the present.

Leo Cozza, Director of Science
Selah High School, Selah School District No. 119
Selah, Yakima County

District Size: Group III—1,000-1,999 enrollment

Micro Chemistry

Program Statistics:
Subject(s): Chemistry
Grade level(s): 11-12
Year began: 1960
Number of students: 30 annually
Number of teachers: 1
Approx. mental ability: Average
Time: 560 minutes per week
Number of weeks: 36

Special equipment or materials:
Micro-chemistry supplies
Results so far: Successful
Written description: No
Observation of program: Any day

Description and purpose:

This program provides each pupil with his own laboratory supplies. The main purpose of the program is to speed up the course and allow more students to have more time in actual laboratory experiments. Evaluation is by the principal and the teacher.

Sarah Scott, Science Instructor
Sequim High School, Sequim School District No. 323
Sequim, Clallam County

District Size: Group III—1,000-1,999 enrollment

Advanced Science Class

Program Statistics:
Subject(s): Science
Grade(s): 12
Year began: 1960
Number of students: 15
Number of teachers: 3
Approx. mental ability: Above average
Time: 275 minutes per week
Number of weeks: 36
Special equipment or materials: As required
Results so far: Very successful
Written description: No
Observation of program: Any time

Description and purpose:

Three teachers share responsibility in teaching those aspects of the course in which they have special competencies. Students do individual research projects according to interest.

The main purpose is to encourage and develop scientific talent. Evaluation is based on teacher-opinion of student interest and achievement.

Howard Lawrence, Science Teacher
West Valley High School, West Valley School District No. 208
Yakima, Yakima County

District Size: Group II—2,000-19,999 enrollment

Physical Science

Program Statistics:
Subject(s): Science
Grade(s): 11-12
Year began: 1958
Number of students: Approx. 20 per year
Number of teachers: 1
Approx. mental ability: Average
Time: 285 minutes per week
Number of weeks: Full school year
Special equipment or materials: Text: *Modern Physical Science* (Holt)
Results so far: Satisfactory
Written description: No
Observation of program: Any time

Description and purpose:

This program includes instruction in physics, chemistry, geology, astronomy, and weather; all encompass laboratory experiences. Students participate voluntarily; some students whose grades are too low to be admitted to regular chemistry and physics select this course.

The purpose is to release pressure of large classes in chemistry and physics and to give a science to students not planning to attend college. Evaluations are based on comparison in teacher-made tests to existing classes in chemistry and physics.

Ronald G. Barbee, Science Teacher
Davenport High School, Davenport School District No. 207
Davenport, Lincoln County

District Size: Group IV—250-999 enrollment

Electronics

Program Statistics:

Subject(s): Electricity and Electronics

Grade(s): 11-12

Year began: 1961

Number of students: Varies, 10 to 15 each year

Number of teachers: 1

Approx. mental ability: Average

Time: 285 minutes per week

Number of weeks: Full school year

Special equipment or materials: Texts: *Electricity* and *Electronics* (Goodheart-Willcox Co. Electronic Equipment)

Results so far: Students accept it; it is too soon to draw definite conclusions.

Written description: No

Observation of program: Any time

Description and purpose:

The program includes instruction in each of the above subjects for a semester. Each includes laboratory exercises and student projects. The purpose of the program is to teach the practical application of electricity and electronics. Evaluation is through teacher-made tests.

Ronald G. Barbee, Science Teacher
Davenport High School, Davenport School District No. 207
Davenport, Lincoln County

District Size: Group IV—250-999 enrollment

High School Forestry

Program Statistics:

Subject(s): Forest Study

Grade(s): Juniors and Seniors

Year began: 1961

Number of students: 15

Number of teachers: 1

Approx. mental ability: Heterogeneous

Time: 350 minutes per week

Number of weeks: 52

Special equipment or materials: Resource visitors, field trips, school plots

Results so far: Good

Written description: Yes

Observation of program: After school starts

Description and purpose:

The forestry class is divided into nine units under three general headings: (1) dendrology, a study of the conifers and hardwoods of the area, (2) geology and soils, which includes soil horizons and soil factors influencing forest growth, and (3) protection (from fire and diseases). The main purpose is to instill a better understanding of forestry, conservation, and forest economics. Evaluation is through observation, tests, etc.

Bill Barthlow, Teacher
Granite Falls High School, Granite Falls School District No. 332
Granite Falls, Snohomish County

District Size: Group IV—250-999 enrollment

Accelerated Science

Program Statistics:
Subject(s): Science
Grade(s): 8
Year began: 1961
Number of students: 6
Number of teachers: 1
Approx. mental ability: Above average
Time: 80 minutes per week
Number of weeks: School year

Special equipment or materials: None
Results so far: Fair—one student made good progress.
Written description: No
Observation of program: Not in operation next year

Description and purpose:

A special instructor meets with this small group of students twice a week. Aspects of chemistry, physics, and other related physical sciences are explored. The students continue with their regular science assignments within the class room.

Selection of students is based on interest in science and reading ability. The main purpose to give added stimulus to students with exceptional ability.

Alfred Meneely, Superintendent
River View School, District No. 53
Kennewick, Benton County

District Size: Group IV—250-999 enrollment

BSCS Biology (Green Version)

Program Statistics:
Subject(s): Biology
Grade(s): Primarily 10th
Year began: 1961
Number of students: 50
Number of teachers: 1
Approx. mental ability: All levels
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: Encouraging
Written description: Yes
Observation of program: Anytime—the spring quarter best for observation.

Description and purpose:

The program is lab-oriented. It stresses "doing" more than memorization. It employs problem solving techniques for the development of biological concepts and understandings. It is designed to help the student develop an elemental biology vocabulary.

The program is being evaluated by BSCS tests which are returned to BSCS for scoring. Local evaluation is used to determine the grade of the individual youth.

A. Brown, Principal
Riverside High School, District No. 416
Milan, Spokane County

District Size: Group IV—250-999 enrollment

Accelerated Advanced Biology

Program Statistics:
Subject(s): Biology—Text and laboratory dissection
Grade(s): 10-11-12
Year began: 1958
Number of students: 30
Number of teachers: 1
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: Dissection materials
Results so far: Satisfactory
Written description: Yes
Observation of program: At your convenience

Description and purpose:

This class offers advanced work in biology. It employs college freshman textbooks and a dissection manual.

The main purpose of the program is to make available to any student desiring it an additional year of biology.

George W. Young, Principal
Langley High School, South Whidbey School District No. 206
Langley, Island County

District Size: Group IV—250-999 enrollment

Honors Study Group

Program Statistics:
Subject(s): World Events and Allied Literature
Grade(s): 12th
Year began: 1959
Number of students: 12
Number of teachers: 1
Approx. mental ability: Gifted
Time: 180 minimum minutes per week
Number of weeks: Calendar year

Special equipment or materials: Materials from college, city, and school libraries
Results so far: Students show a continuing interest in these areas.
Written description: No
Observation of program: Any time by appointment

Description and purpose:

The class reads from week to week on subjects mutually agreed upon; this same group holds a three-hour discussion on Wednesday evening at the teacher's home.

The purpose is to provide an enriched program for able students. This program is the outgrowth of a course entitled "World, Past and Present."

Arley Vancil, Social Studies Teacher
Senior High School, Ellensburg School District No. 401
Ellensburg, Kittitas County

District Size: Group II—2,000-19,999 enrollment

Contemporary Problems

Program Statistics:
Subject(s): Social Studies
Grade(s): 12th
Year began: 1960
Number of students: 60
Number of teachers: 2
Approx. mental ability: Above average
Time: 300 minutes per week
Number of weeks: School year

Special equipment or materials: Current films, magazine and newspapers of local and national level. No text.
Results so far: A greater awareness of national and international events. More individual reading and better expression of own ideas.
Written description: Yes
Observation of program: Any time

Description and purpose:

The program employs the use of newspapers and magazines, oral and written reports, resource people, television, and field trips.

The main purpose is to place greater emphasis on current history and its influence on the future. The program is evaluated by the school staff and graduates.

Donald Fowler, Senior High Principal
Federal Way Senior High, Federal Way School District No. 210
Federal Way, King County

District Size: Group II—2,000-19,999 enrollment

Auto Shop

Program Statistics:
Subject(s): Auto mechanics
Grade(s): 12
Year began: 1960
Number of students: 8 per semester
Number of teachers: 1
Approx. mental ability: Average and below-average
Time: 275 minutes per week
Number of weeks: 18

Special equipment or materials: Auto engines, special mechanics' tools and machines
Results so far: It appears promising; consideration is being given to expand to a more complete vocational training program.
Written description: No
Observation of program: Any time

Description and purpose:

This course is one of introduction to the repair of automobile engines. The main purpose of the program is to identify interested and able students suited to further technical training. Evaluation is by student, teacher, administrators, and parents.

Phillip Meyer, Director of Transportation and Auto Shop Teacher
West Valley High School, West Valley School District No. 208
Yakima, Yakima County

District Size: Group II—2,000-19,999 enrollment

Educational Work Experience Program

Program Statistics:
Subject(s): Social and Occupational Skills
Grade(s): Developmental and educable classes
Year began: 1959
Number of students: 150
Number of teachers: 6 plus 2 aides
Approx. mental ability: Handicapped
Time: ½ day, 5 days per week
Number of weeks: School year
Special equipment or materials: Materials, products, and equipment relating to work assignments are first brought into classroom for demonstration and practical purposes. This includes various types of cleaners, waxes, mops, brooms, floor polishers, beds for bedmaking practice, windows, etc.
Written description: Yes

Description and purpose:

For the educable and developmental retardates at Rainier, opportunities for actual work experiences in addition to related classroom instruction are provided in the areas of: farm work, carpenters' helpers, auto maintenance, bicycle repair, janitorial services, household helpers, teacher's helpers, and child care. The Apprentice Training and Vocational Training program of educational work experience for the mentally retarded has continued to develop as the district realizes more fully the potentials of this group and the necessity to provide them with the sense of worth they acquire as working, contributing members of our society.

Evaluation—Those leaving the Apprentice Training program to assume work assignments in the institution are compared with other workers not having such training. Residents returning to the institution because of inadequate adjustment will be screened to determine what per cent had been in the vocational training class and the reason for their failure.

Ted J. Smith, Principal
Rainier School, White River School District No. 416
Buckley, Pierce County
District Size: Group III—1,000-1,999 enrollment

Farm Forestry

Program Statistics:
Subject(s): Forest Education
Grade(s): 11-12
Year began: 1958
Number of students: 20
Number of teachers: 1
Approx. mental ability: 108
Time: 330 minutes per week
Number of weeks: 19
Results so far: Good
Written description: No

Description and purpose:

The students are instructed in farm forestry, conservation, logging, and other aspects of the forests. The purpose is to familiarize and instruct students in farm forestry.

John A. Myer, Agriculture Instructor
Onalaska High School, Onalaska School District No. 300
Onalaska, Lewis County
District Size: Group IV—250-999 enrollment

Introduction to Western Culture

Program Statistics:
Subject(s): Humanities
Grade(s): 12
Year began: 1961
Number of students: 50
Number of teachers: 4
Approx. mental ability: Above average
Time: 275 minutes per week
Number of weeks: One semester

Special equipment or materials: *Readings in Western Civilization*, Hughes, Fries; *Heritage of Western Civilization*, Beatty, Johnson
Results so far: Students and teachers are enthusiastic.
Written description: Yes
Observation of program: Any time

Description and purpose:

This is an elective course for college-bound students. Characteristics used in the selection of students are interest and teacher judgment. Independent research for depth in selected topics, frequent writing, and classroom discussion make up this new course in the humanities.

The main purpose of the program is to provide college-bound students with insight into western civilization and to see how high school seniors react to reading and discussing selected high-level materials. Evaluation is based on teacher-made tests.

Dr. John Robinson, Instructor
Lincoln High School, Tacoma School District No. 10
Tacoma, Pierce County

District Size: Group I—More than 20,000 enrollment

Remedial Sophomores in Three-Hour Block

Program Statistics:
Subject(s): English, World History, Biology
Grade(s): 10th
Year began: 1958
Number of students: 25-30
Number of teachers: 2
Approx. mental ability: Below average
Time: 275 minutes per week
Number of weeks: One school year

Special equipment or materials: Texts, audio-visual equipment
Results so far: Good—little or no disciplinary problems—prior to this set-up had quite a bit of trouble with these particular students.
Written description: No
Observation of program: Any time. Offered in the morning.

Description and purpose:

A three-hour block (core) in English, world history, and biology for low-ability sophomores is being provided in District No. 119. Students remain together for three hours. Content of the course is commensurate with the ability of the students. The instructor bases his evaluations on retention results.

David Kooken, Instructor
Battle Ground High School, Battle Ground School District No. 119
Battle Ground, Clark County

District Size: Group II—2,000-19,999 enrollment

Design, Basic and Advanced

Program Statistics:
Subject(s): Art and Industrial Arts
Grade(s): 10-12
Year began: 1961
Number of students: 120
Number of teachers: 2
Approx. mental ability: Full range
Time: 300 minutes per week
Number of weeks: 36
Special equipment or materials: Sheet metal, brass and copper, wood—all kinds—welding equipment, lathe, assorted hand tools, enameling, fabricated metal bowls.
Results so far: Good
Written description: Yes
Observation of program: Any time —preferably fall.

Description and purpose:

The main purpose of the program is to solve demonstration problems and to instill attitudes of creative thinking. Desire and creative ability are the characteristics used in selection.

Program is being evaluated on basis of design *per se*, craftmanship, and functional design.

Mrs. Florence Sperling, Director of Research and Curriculum
Northshore School District No. 417
Bothell, King County

District Size: Group II—2,000-19,999 enrollment

American Literature, Composition, and U. S. History Team Teaching

Program Statistics:
Subject(s): U. S. History, English, American Literature
Grade(s): 11
Year began: 1961
Number of students: 25
Number of teachers: 2
Approx. mental ability: Above average
Time: 550 minutes per week
Number of weeks: 36
Special equipment or materials: Special history text and supplementary reading materials in literature
Results so far: Judgment to be reserved for one more year, but results so far seem quite satisfactory
Written description: Yes
Observation of program: Any time, providing advance notice is given.

Description and purpose:

The class is scheduled for composition and literature work 4th period and history 5th period. Teachers have their planning periods in the hour opposite their teaching periods to allow for flexibility of class time.

The main purpose of the program is to offer an integrated (in great depth) of U. S. History and American Literature. This is the initial year of the program; therefore evaluation must wait for at least another year.

Marjorie Heron and James Carlson, History and English Teachers
Olympia High School, District No. 1
Olympia, Thurston County

District Size: Group II—2,000-19,999 enrollment

Ungraded English and History for Low Achievers

Program Statistics:

Subject(s): English and Social Studies

Grade(s): 10, 11, 12

Year began: 1961

Number of students: 16

Number of teachers: 2

Approx. mental ability: Below average

Time: 110 minutes per week

Number of weeks: 36

Special equipment or materials: Simple books, magazines, SRA labs, movies, etc.

Results so far: Students are happy; teachers are very pleased.

Written description: No

Observation of program: Any time

Description and purpose:

Much individual help is given on work of a practical and non-abstract type. The program is activity- and pupil-centered and is conducted by a remedial reading teacher.

The purpose is to provide a degree of satisfying accomplishment for the slow learner. Results are evaluated through observation.

Glenn B. Fleming, Principal
Cashmere High School, Cashmere School District No. 122
Cashmere, Chelan County

District Size: Group III—1,000-1,999 enrollment

Academic Honors Seminar

Program Statistics:

Subject(s): Anthropology, Sociology, Psychology, Humanities, Political Science

Grade(s): 11-12

Year began: 1959

Number of students: 20

Number of teachers: 1

Approx. mental ability: Gifted

Time: 75 minutes per week

Number of weeks: 36

Special equipment or materials: Specialized reading material

Results so far: Satisfactory college adjustment of students. Extended perception and sensitivity.

Written description: No

Observation of program: Any time

Description and purpose:

The program is designed for superior students. It employs an expanded reading program under guidance. Students have the opportunity to discuss basic questions in the seminar.

The main purpose is to provide the academically talented an opportunity for enrichment.

J. Bruce Hannaford, Teacher
Eastmont Senior High School
East Wenatchee, Douglas County

District Size: Group III—1,000-1,999 enrollment

Modified "School-Within-A-School Program"

Program Statistics:
Subject(s): All
Grade(s): 10-11-12
Year began: 1961
Number of students: 1,500
Number of teachers: 60
Approx. mental ability: All
Time: Varies
Number of weeks: 36
Special equipment or materials: None
Written description: Being prepared
Observation of program: By arrangement

Description and purpose:

The third senior high school is planned on a modified school or house plan. Guidance and other areas of the physical plant have been modified for maximum gains. The purpose is to improve the guidance of pupils and to improve the instructional program.

Dr. Harold E. Kloes, Director of Research
Edmonds School District No. 15
410 N. 4th, Edmonds, Snohomish County

District Size: Group II—2,000-19,999 enrollment

Provisions for Completion of High School Diploma Requirements in Evening

Program Statistics:
Subject(s): All
Grade(s): 10, 11, 12
Year began: 1961
Number of students: 75
Number of teachers: 12
Approx. mental ability: Average to above-average
Time: 3-12 hours per week
Number of weeks: 15 week semesters
Special equipment or materials: None
Results so far: 10 adult students will receive diplomas this year.
Written description: Yes
Observation of program. At request

Description and purpose:

Courses are offered in the evening. Counseling is provided students beyond 18 years of age; credit for work experience is given; grades are given. This evening school is a part of the adult education program.

The purpose of this program is to provide opportunity for "dropouts" to earn their high school diplomas. This program was originated because of the dropout problem. The evaluation is (will be) based on response of students, and future standardized testing.

Mrs. Ruth C. Brass, Director, Adult Education
Lake Washington School District No. 414
Kirkland, King County

District Size: Group II—2,000-19,999 enrollment

Advanced Placement

Program Statistics:
Subject(s): Nearly all
Grade(s): 11-12
Year began: 1961
Number of students: 12
Number of teachers: 7
Approx. mental ability: Gifted
Time: 250 minutes per week
Number of weeks: 36

Special equipment or materials: That of first year college level classes in the subjects indicated
Results so far: Students and parents appraise favorably; college people originally proposed the program and urge its continuance.
Written description: Yes
Observation of program: After Oct. 1, 1962; perhaps better in second semester.

Description and purpose:

Students of superior ability and achievement are permitted to enroll in regular college freshmen classes at Lower Columbia College. The main purpose of the program is to provide appropriate educational experience to challenge the deep interest and superior ability of high achievement students.

Evaluation is mostly subjective but is partially based on test results.

T. Edwin Anderson, Principal
Mark Morris High School, Longview School District No. 122
Longview, Cowlitz County

District Size: Group II—2,000-19,999 enrollment

Social Adjustment Classes

Program Statistics:
Subject(s): All Subjects
Grade(s): 10-11-12
Year began: 1960
Number of students: 25
Number of teachers: 1
Approx. mental ability: Average or above
Time: 240 minutes per week
Number of weeks: 36

Special equipment or materials: Regular equipment with some special textbooks and visual equipment
Results so far: Good
Written description: No
Observation of program: By appointment

Description and purpose:

Students are counseled and given an opportunity to make an adjustment in a smaller special class. The instructor is a guidance, social worker. Any non-achievers with social and/or emotional problems may participate.

The program is being evaluated by the guidance department. The main purpose of the program is to attempt a better adjustment for pupils who are potential failures.

Mrs. Florence Sperling, Director of Research and Curriculum
Northshore School District No. 417
Bothell, King County

District Size: Group II—2,000-19,999 enrollment

Youth Study Center

Program Statistics:

Subject(s): All high school except laboratory sciences and foreign languages

Grade(s): 10-12

Year began: 1958

Number of students: 25

Number of teachers: 1

Approx. mental ability: Average

Time: Full time

Number of weeks: Full time

Special equipment or materials: Various self-teaching devices

Results so far: Many boys with severe adjustment problems have been returned to school and graduated

Written description: Yes

Observation of program: By appointment, with a week's notice.

Description and purpose:

This is a special class set up to enable suspended students to remain in school and to help them adjust to the school environment. After successful completion of the Y.S.C. program, students return to high school.

The main purpose is to assist capable students with adjustment problems to readjust. This plan is being continually evaluated by a board of review.

Richard E. Mould, Director of Guidance and Counseling
Child Relations Center, Yakima School District No. 7
Yakima, Yakima County

District Size: Group II—2,000-19,999 enrollment

Individual Study Program

Program Statistics:

Subject(s): Subject Area Determined Through an Interview with Student

Grade(s): 12th

Number of students: 1

Number of teachers: None

Approx. mental ability: Above average to gifted

Time: Flexible

Number of weeks: 36

Special equipment or materials: None

Results so far: Good

Written description: Yes

Observation of program: Any time

Description and purpose:

This program allows the student an opportunity to do some extensive work in an area of interest. For a student to succeed in this program, he must be able to set goals for himself.

The main purpose of the program is to allow those students with initiative and ability to get more out of school. Each student's accomplishments are evaluated by the Faculty Committee.

Lee Pangle, Principal
Deer Park High School, Deer Park School District No. 414
Deer Park, Spokane County

District Size: Group IV—250-999 enrollment

Programs Involving Elementary and Senior High (Junior High Is Usually Included) . . .

Expanded Reading Program Grades 1-12

Program Statistics:
Subject(s): Reading
Grade(s): 1-12
Year began: 1960
Number of students: 2,700
Number of teachers: 70
Number of weeks: Full school year

Special equipment or materials: S.R.A. reading laboratories, controlled readers.
Results so far: Too early to determine as yet
Written description: No
Observation of program: Oct. 1 to April 30

Description and purpose:

The reading labs and the controlled readers, as well as the basic readers, have become basic materials of reading instruction for all pupils in this district. Formal reading instruction is being pushed up into junior and senior high.

Standardized tests and teacher-opinions are used in the evaluation. The main purpose of the program is to improve reading skills, speed, and comprehension.

Dr. H. D. Rushong, Director of Curriculum
Sedro Woolley School District No. 101
Sedro Woolley, Skagit County

District Size: Group II—2,000-19,999 enrollment

Reading Specialist

Program Statistics:
Subject(s): Reading
Grade(s): 2-12
Year began: 1961
Number of students: 540
Number of teachers: 11
Approx. mental ability: Below average to gifted
Time: 150-250 minutes per week
Number of weeks: Indefinite—as long as need exists and growth is shown.

Special equipment or materials: Many types of books, special reading tests, various machines such as controlled reader, tachistoscope, tape recorder, etc.
Results so far: Not yet objectively determined
Written description: Yes
Observation of program: From October on

Description and purpose:

In elementary, a reading specialist is assigned to two schools. She works with small selected groups of children apart from the regular classroom. She meets each group daily, dividing her time between buildings. In secondary schools one specialist is assigned to each building.

The main purpose of the program is to improve the reading achievement of children with problems who are not reading to their capacities. Two forms of Gates Reading Tests and informal reading inventories are used in the evaluation.

E. C. Lindquist, Director of Elementary Instruction
Vancouver School District No. 37
Vancouver, Clark County

District Size: Group II—2,000-19,999 enrollment

Developmental Reading

Program Statistics:
Subject(s): Reading
Grade(s): 3-12
Year began: 1958
Number of students: 70
Approx. mental ability: All
Time: 40-60 minutes per week
Number of weeks: 'Til improvement commensurate with ability is obvious.
Special equipment or materials: Controlled reader, low level books, charts, etc.
Results so far: Many students have shown progress. All have made progress, but, in some cases, only minor progress.
Written description: Yes
Observation of program: Any time after the 1st week of school.

Description and purpose:

All students whose reading achievement is far below their reading abilities are given special instruction in all phases of reading. In determining who will enter the reading class, first consideration is given those whose reading achievement is the farthest below their reading abilities. Enrollment then proceeds upward until the classes contain a maximum of 8 to 10 students. A portion of the instructors' time is set aside for 2-4 students with more serious reading problems.

Tests and teacher-opinions are used in the evaluation.

George R. Brown, Principal
Grant Street Elementary, Port Townsend School District No. 50
Port Townsend, Jefferson County

District Size: Group III—1,000-1,999 enrollment

S.R.A. Reading and Spelling Programs

Program Statistics:
Subject(s): Reading and Spelling
Grade(s): 2-12
Year began: 1961
Number of students: Neah Bay, 114; Clallam Bay, 186.
Number of teachers: 8
Approx. mental ability: Neah Bay, 99; Clallam Bay, 108.
Time: 100 minutes per week
Number of weeks: 14
Special equipment or materials: S.R.A. reading and spelling
Results so far: Teachers feel both programs are improved by S.R.A. Results good.
Written description: No
Observation of program: Any time from Oct. 1 to May 15th

Description and purpose:

Students are given S.R.A. pre-tests in spelling and reading. They work at their own rates in spelling. In reading the students read for speed and comprehension in booklets commensurate with individual abilities. The program is evaluated through teacher-tests, Iowa Achievement tests, and S.R.A. Tests. The main purpose of the program is to improve reading speed and comprehension.

G. O. Willison, Superintendent
Cape Flattery Schools, District No. 401
Clallam Bay, Clallam County

District Size: Group IV—250-999 enrollment

Reading Improvement

Program Statistics:
Subject(s): Reading and English
Grade(s): 4-11-12
Year began: 1961
Number of students: 165
Number of teachers: 2
Approx. mental ability: Average
Time: 120 minutes per week
Number of weeks: 12

Special equipment or materials: S.R.A. reading lab
Results so far: Very good
Written description: Yes

Description and purpose:

The program is designed to expose all class members to reading at their ability levels. The district plans to extend the program into grades 5-6-7-8. The main purpose is to improve comprehension and reading rate.

Dayton School District No. 2
Dayton, Columbia County

District Size: Group IV—250-999 enrollment

S.R.A. Reading Laboratory

Program Statistics:
Subject(s): Reading
Grade(s): 4-8
Year began: 1961
Number of students: 125
Number of teachers: 5
Approx. mental ability: Full range
Time: 200 minutes per week for 5 weeks and then drops to approx. 120 min. next 7 weeks.

Special equipment or materials: S.R.A. reading lab.
Results so far: Interest very high; reading on the whole eagerly accepted. Individual progress seems apparent.
Written description: No
Observation of program: 2nd quarter 1962

Description and purpose:

The program is used in grades 4-8 as a reading supplement to the regular reading program. S.R.A. manuals are followed closely for best results. All students participate at their own reading levels. Reading progress is charted daily by students.

Alan Milne, Principal
Harrington Grade School, Harrington School District No. 204
Harrington, Lincoln County

District Size: Group IV—250-999 enrollment

Special Ability Level Reading

Program Statistics:
Subject(s): Reading
Grade(s): 3-12
Year began: 1958
Number of students: 350
Number of teachers: 20
Approx. mental ability: All groups
Time: 120 minutes per week
Number of weeks: 160 days

Special equipment or materials: All levels of reading books—primarily a remedial reading program on ability levels.
Results so far: As much as two years advancement in some groups.
Written description: Yes
Observation of program: Any time

Description and purpose:

The purpose of the program is to improve reading in all ability levels, grades 3 through 12. Evaluation is based on tests and observed improvement in attitude and reading level.

Elmer E. Dubes, Superintendent of Schools
Kettle Falls Elementary and High Schools, District No. 210
Kettle Falls, Stevens County

District Size: Group IV—250-999 enrollment

Special Reading

Program Statistics:
Subject(s): Reading
Grade(s): 3-12
Year began: 1961
Number of students: 60
Number of teachers: 1
Approx. mental ability: Full range
Time: Varies from 150-250 minutes per week
Number of weeks: 18-34

Special equipment or materials: Dolch high-interest books, basic readers, phonic material, S.R.A. labs and accelerator.
Results so far: Reading levels increased (gain of 5 months to 2 years)
Written description: No
Observation of program: 2nd semester

Description and purpose:

This program is involved primarily in remedial reading. Working in the program are one class of accelerated high school students, one remedial junior high class, 3rd and 4th grade children who are reading 1-1½ years below grade level, one low-ability class, and one high school remedial class.

The main purpose of the program is to improve the reading level of students, especially those of average or above-average I.Q. Teacher-opinion and reading test scores are used in the evaluation.

Muriel Ruyle, Teacher—Special Reading
Leavenworth School, District No. 128
Leavenworth, Chelan County

District Size: Group IV—250-999 enrollment

Reading Development

Program Statistics:
Subject(s): Reading
Grade(s): 5-9
Year began: 1958
Number of students: 60
Number of teachers: 3
Approx. mental ability: Full range
Time: 210 minutes per week
Number of weeks: 32

Special equipment or materials: Books, magazines, films, strips, tape recorder
Results so far: Good improvement in reading
Written description: No
Observation of program: Nov. 1962 or March 1963

Description and purpose:

Students are tested by the county testing director in the fall and the spring and then put in three sections to try to develop reading speed and comprehension, as well as a desire to read. Students read at their own levels. Tests are used in the evaluation.

Leonard Federico, Principal
Mary Walker School, Mary Walker School District No. 207
Springdale, Stevens County

District Size: Group IV—250-999 enrollment

S.R.A. Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 4-5-6-7-9-12
Year began: 1960
Number of students: 169
Number of teachers: 6
Approx. mental ability: Average
Time: 225 minutes per week
Number of weeks: 9-12

Special equipment or materials: S.R.A. reading lab.
Results so far: Students enjoy working and accept it very well. Teachers believe the program has helped slow readers gain confidence.
Written description: Yes
Observation of program: Late fall. Write ahead for appointment.

Description and purpose:

The main purpose of the program is to improve the reading habits and skills of the students. The results are evaluated by studying the carry-over from year to year; standardized tests are used.

Howard E. Steinbrug, Principal
Waterville High School, Waterville School District No. 208
Waterville, Douglas County

District Size: Group IV—250-999 enrollment

S.R.A. Reading Lab

Program Statistics:
Subject(s): Reading
Grade(s): 4-9
Year began: 1961
Number of students: 75
Number of teachers: 6
Approx. mental ability: All students
Time: 120 minutes per week
Number of weeks: 36

Special equipment or materials: S.R.A. reading lab
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

The program is designed to improve comprehension and speed and to build vocabularies. Evaluation is through teacher-made test and observation.

J. B. Johnson, Superintendent
Almira School District No. 17
Almira, Lincoln County

District Size: Group V—100-249 enrollment

Use of S.R.A. Reading Program

Program Statistics:
Subject(s): Reading
Grade(s): 3 to 9
Year began: 1961
Number of students: 103
Number of teachers: 5
Approx. mental ability: All
Time: 120 minutes per week

Special equipment or materials: S.R.A. Kit
Results so far: Reading improvement

Description and purpose:

Beginning with the slow and poor readers in one grade at a time, the district gradually worked all students into the S.R.A. reading program from the 3rd through the 9th grade.

The main purpose is to improve reading speed, comprehension, and vocabulary. The program is self-evaluating.

Judith McCoy, Remedial Teacher
Boistfort Grade School, Boistfort School District No. 234
Curtis, Lewis County

District Size: Group V—100-249 enrollment

Reading Improvement

Program Statistics:
Subject(s): Reading
Grade(s): 4 through 10
Year began: 1961
Number of students: 120
Number of teachers: 5
Time: 45 minutes per week
Number of weeks: 12 to 18

Special equipment or materials: Reading laboratory
Results so far: Good
Written description: No
Observation of program: During second semester

Description and purpose:

This district utilizes the SRA Reading Laboratory. The purpose of the program is to improve reading skills and create reading interest. The program is evaluated by teacher opinion and testing.

Ransom A. Cosper, Superintendent
Prescott Public Schools, District No. 402-37
Prescott, Walla Walla County

District Size: Group V—100-249 enrollment

Developmental Reading

Program Statistics:
Subject(s): Reading Speed and Comprehension
Grade(s): 5-12
Year began: 1961
Number of students: 115
Number of teachers: 6
Approx. mental ability: Average
Time: 250 minutes per week
Number of weeks: 8

Special equipment or materials: Screen, film-strip, and reading projector
Results so far: Definitely favorable. No retrogressions.
Written description: No
Observation of program: Late November

Description and purpose:

This program is a county-office sponsored plan using county equipment, materials, and supervision. All students are helped by class organization with the regular teacher doing the testing, etc.

The purpose is to improve reading speed and comprehension. Test results and progress—records are used in the evaluation.

Mary Pierce, Superintendent of Adams County Schools
(Washtucna School District No. 109-43)
Ritzville, Adams County

District Size: Group V—100-249 enrollment

Mathematics Improvement Program

Program Statistics:
Subject(s): Mathematics
Grade(s): 1-12
Year began: 1961
Number of students: All grades 1-12
Approx. mental ability: Full range
Time: Varies with grade
Number of weeks: 36
Special equipment or materials: Cuisenaire material. SMSG and similar programs: A variety of new textbooks
Results so far: Interest is up, and results appear to be improving.
Written description: No
Observation of program: During second semester

Description and purpose:

This new program in math uses Cuisenaire materials in the primary grades, followed and accompanied by text materials, making possible the utilization of concepts learned at the various grade levels. The district plans experimentation with SMSG at the intermediate grades and possible future utilization. The junior high grades already are incorporating SMSG materials into regular math courses.

John Rutherford, Assistant Superintendent
Wenatchee School District No. 246
Wenatchee, Chelan County

District Size: Group II—2,000-19,999 enrollment

Physical Fitness

Program Statistics:
Subject(s): Physical Fitness and Health
Grade(s): 1-14
Year began: 1961
Number of students: 6,200
Number of teachers: None
Approx. mental ability: All ranges
Time: 15-60 minutes per week
Number of weeks: 36
Special equipment or materials: Some new gymnastic equipment, climbing rope and bars
Results so far: Considerable interest and activity in evidence but too early to evaluate
Written description: Yes
Observation of program: Fall 1962

Description and purpose:

A minimum of 20 minutes per day is specified for all students in elementary. A minimum of one period per day of P.E. activity and health is required in junior high school and in the tenth grade. It becomes an elective in the 11th and 12th grades. One year is required in junior college. Physical skills are being tested in grades 1-10; the results are being reported to parents.

The purpose of the program is to improve physical fitness and to encourage out-of-school activities. This plan was stimulated by the President's Physical Fitness Program and the State Superintendent's Bulletin.

Harry Zier, Director of P. E. and Health
Wenatchee Senior High School Building
Wenatchee School District No. 246
Wenatchee, Chelan County

District Size: Group II—2,000-19,999 enrollment

P.E.-A.A.U. Physical Fitness Program

Program Statistics:
Subject(s): Health-Physical Education
Grade(s): 1st-12th
Year began: 1961-62
Number of students: 500
Approx. mental ability: All ranges
Time: 90 minutes per week
Number of weeks: 6-12

Special equipment or materials: None
Results so far: Well-accepted in community and among school board and staff
Written description: Yes
Observation of program: April or May

Description and purpose:

All physically able students are involved. Purpose is to develop sound bodies and improve muscular coordination. The plan was stimulated by President Kennedy's plea for better physical education programs. A.A.U. Junior Physical Fitness Tests are used in the evaluation.

David Wiks, Principal, Elementary School, and
Wallace Bannon, Principal, High School
Kettle Falls School District No. 210
Kettle Falls, Stevens County

District Size: Group IV—250-999 enrollment

Physical Education

Program Statistics:
Subject(s): Physical Education
Year began: 1961
Number of students: 560

Special equipment or materials: We used some consultant help from Washington State University
Results so far: Significant improvements
Written description: No
Oservation of program: Any time

Description and purpose:

This program upgrades physical education in both elementary and high school. Athletics is an after-school extension of the elementary and high school programs. The purposes are to develop physical fitness and an appreciation of games and sports with recreational carry-over. A survey of 43 school districts of similar size led to the adoption of this program. The physical fitness test of Eastern Washington State College is used in the evaluation.

Darrell Smith, Principal
East Liberty Elementary, Liberty School District No. 362
Spangle, Spokane County

District Size: Group IV—250-999 enrollment

Educational Television

Program Statistics:

Subject:(s): Foreign Language, Science, Language Arts, Music, Art

Grade(s): K-12

Year began: 1961

Number of students: 2,000

Approx. mental ability: All (district average)

Time: Varies

Number of weeks: 36

Special equipment or materials: TV receivers

Results so far: Nothing definite yet, but teachers are enthusiastic.

Written description: No

Description and purpose:

The district uses the facilities of Channel 9, University of Washington. Since the program is for enrichment purposes only, all of the telecasts are designed to complement the regular lessons. The main purpose of the program is to enrich the existing curriculum. No design has yet been set up for evaluation of the plan.

H. W. Handy, Assistant Superintendent
Port Angeles School District No. 21
Port Angeles, Clallam County

District Size: Group II—2,000-19,999 enrollment

Educational Television

Program Statistics:

Subject(s): Music, Science, Spanish, Social Studies, Art, English

Grade(s): 1-6, 7-9, 10

Year began: 1960

Number of students: 4 Elementary Schools, 1 Junior High (2,000)

Number of teachers: 6-8

Time: 90-120 minutes per week

Number of weeks: 36

Special equipment or materials: Television sets

Results so far: Very good

Written description: No

Observation of program: Any time

Description and purpose:

The program consists of direct teaching via television. The purpose is to provide enrichment and broader educational opportunities. Teachers and administrators evaluate the program.

John Milroy, Superintendent
Bethel School District No. 403
Spanaway, Pierce County

District Size: Group III—1,000-1,999 enrollment

Educational Television

Program Statistics:
Subject(s): Science, Language Arts, Foreign Language, Music, Art, Social Studies
Grade(s): K-12
Year began: 1961
Number of students: 2,100
Number of teachers: 100
Approx. mental ability: Full range
Time: 70 minutes per week
Number of weeks: 28
Special equipment or materials: Television sets.
Results so far: Most encouraging
Written description: Yes
Observation of program: October

Description and purpose:

Television instruction has been used to upgrade science, foreign language, art, music, language arts, and social studies. It has enriched the calculus course; more foreign language is now offered; and it has greatly upgraded and improved science teaching at primary and intermediate levels.

Evaluation is by testing and observation. The main purposes of the program are to improve instruction, add enrichment material, allow the district to expand present offerings, and upgrade inservice training for teachers. Larger school districts and local incentive stimulated consideration of this plan.

James J. Oechsner, Director Curriculum and Instructional Materials
Chehalis School District No. 302
Chehalis, Lewis County

District Size: Group III—1,000-1,999 enrollment

SRA (Developmental Reading) Program

Program Statistics:
Subject(s): Reading, Language Arts
Grade(s): 4-6, 9-10
Year began: 1959
Number of students: 102
Number of teachers: 2
Approx. mental ability: Below average
Time: High School, 300; Elementary, 150 minutes per week
Number of weeks: 36
Special equipment or materials: SRA reading laboratories; Scholastic Literature Unit; tape recorder; slide projector; reading accelerator.
Results so far: Parents show interest; students accept it; teachers show mixed feelings.
Written description: Yes
Observation of program: Not readily adapted to observation; however, spring would be the best time.

Description and purpose:

This program is remedial in nature. Teacher-recommendations and test results are used in selection. Individual progress is evaluated through the use of achievement tests.

Virginia Johnson and Jerome Holmes, Instructors of English
Raymond School District No. 116
Raymond, Pacific County

District Size: Group IV—250-999 enrollment

Improvements in Science and Math

Program Statistics:
Subject(s) Mathematics and Science
Grade(s): 1-12
Year began: 1961
Number of students: 450
Number of teachers: 13
Approx. mental ability: Average
Time: 200 Math, 200 Science minutes per week
Number of weeks: 36

Special equipment or materials: None
Results so far: None on a statistical basis.
Written description: Yes
Observation of program: Any time

Description and purpose:

Basic math and science have been changed the past year to better meet the needs of students in general science in the grade school and the higher sciences in high school. The change in the methods of teaching math has just begun, and no real results are evident yet. The main purpose of the program is to better prepare students in the areas of science and math.

John Freeman, Principal
Reardan Consolidated Schools, Reardan School District No. 210-412
Reardan, Lincoln County

District Size: Group IV—250-999 enrollment

More Visual Education

Program Statistics:
Subject(s): Science, Mathematics, English
Grade(s): 1-12
Year began: 1961
Number of students: 175
Number of teachers: 6
Approx. mental ability: All
Time: As needed

Special equipment or materials: Opaque projector

Description and purpose:

An opaque projector is used for group study. The main purpose of the program is to aid students collectively in science, math, and English.

Thomas F. Bowman
Boistfort School District No. 234
Curtis, Lewis County

District Size: Group V—100-249 enrollment

Summer School Enrichment and Credit

Program Statistics:
Grade(s): All
Year began: 1958
Number of students: 6,600
Number of teachers: 179
Approx. mental ability: Below average to above average
Time: 375-600 minutes per week
Number of weeks: 6-8
Special equipment or materials: None
Written description: Yes
Observation of program: June through July

Description and purpose:

The program for elementary and junior high school is for 6 weeks; class periods are 75 minutes. The program for senior high school is for 8 weeks; class periods are 2 hours. The main purpose of the program is to further develop skills in special interest and/or ability subjects and to enrich the school program by offering courses unavailable during the school year or difficult to arrange because of crowded schedules.

Joseph J. Belonis, Coordinator, Summer School
Seattle Public Schools, Seattle School District No. 1
Seattle, King County
District Size: Group I—More than 20,000 enrollment

Orthopedic Disabilities

Program Statistics:
Subject(s): All subjects
Grade(s): All grades
Year began: 1960
Number of students: 89
Number of teachers: 9
Approx. mental ability: All levels. Other characteristics: physical disabilities
Time: Varies
Special equipment or materials: Provisions for physical therapy, specially equipped classrooms.
Results so far: Successful
Written description: Yes
Observation of program: October-May

Description and purpose:

The regular school program is followed, except in the cases requiring special adjustments to meet individual differences. The children may be in one of four instructional divisions: ungraded primary, ungraded intermediate, ungraded advanced, and junior high school. Each pupil under medical supervision receives individual physical, occupational, or speech therapy as needed. Attendants aid teachers by assisting the children in self-care duties. The attendants free therapists and teachers for their professional duties. Overall the staff consists of: (1) nine academic teachers, (2) three physical therapists, (3) two occupational therapists, (4) two speech therapists, and (5) seven attendants.

The school district provides taxicab service for all orthopedically handicapped children who live within the district.

This program was started because of local needs. Results are evaluated by the supervisory and medical staffs.

Roy Howard, Director, Special Education
Seattle Public Schools, Seattle School District No. 1
Seattle, King County
District Size: Group I—More than 20,000 enrollment

Summer Project Center

Program Statistics:
Subject(s): All
Grade(s): All
Year began: 1959
Number of students: 346 in **1960**
Number of teachers: 24
Approx. mental ability: Varied
Time: 750 minutes per week
Number of weeks: 4

Special equipment or materials: Varied
Results so far: Change of attitude toward schooling affirmed by parents, students, and teachers
Written description: Yes
Observation of program: June and July, 1962

Description and purpose:

The Summer Project Center provides an environment in which both teachers and children work under conditions which are, for many reasons, different from those that exist during the regular 180-day school term. The low pupil-teacher ratio and lack of grades and tests was responsible for the establishment of what has become an outstanding learning atmosphere.

The main purpose of the program is to allow children to participate in casual learning situations. Questionnaires are sent to the parents for evaluation.

Bryan Lawrence, Administrative Assistant
Administration Office, Bellevue School District No. 405
Bellevue, King County

District Size: Group II—2,000-19,999 enrollment

Special Education for Severely Handicapped

Program Statistics:
Grade(s): 6-7-12
Year began: 1958
Number of students: 36
Number of teachers: 2
Approx. mental ability: Handicapped
Time: Full time
Number of weeks: Regular school year

Special equipment or materials: Farm tools, shop tools, household equipment, green house, lawn mowers, etc.
Results so far: Very encouraging
Written description: Yes
Observation of program: Any time after September 15

Description and purpose:

This school (Redwood Park) is for the severely retarded. It attempts to teach the pupils who are going to be dependent the rest of their lives to do some work that will make them useful. Very little pressure for academic learning is exerted. Girls are taught household tasks in a house which is attached to the school classrooms. One other characteristic is used in selection: emotional stability.

Dr. Edgar Doll, Consulting Psychologist
Bellingham School District No. 501
Bellingham, Whatcom County

District Size: Group II—2,000-19,999 enrollment

Helping Teachers

Subject(s): All
Grade(s): All
Year began: 1958
Number of students: All
Number of teachers: 4
Special equipment or materials: Various
Written description: Yes
Observation of program: By arrangement

Description and purpose:

Helping teachers are provided to assist new and present staff members. One is located at junior high level, one at senior high level, and two at elementary level.

The main purpose of the program is to assist in interpreting and planning for present curricula, to help develop materials, and to develop new programs.

John Porter, Assistant Superintendent of Schools in Charge of Instruction
Edmonds School District No. 15
410 4th N., Edmonds, Snohomish County

District Size: Group II—2,000-19,999 enrollment

Stevens County Youth Development Committee

Program Statistics:
Subject(s): Enrichment program
Grade(s): All
Year began: 1960
Special equipment or materials: None
Results so far: Increased awareness of needs of gifted students and role of home and school—also an increased awareness of community responsibility
Written description: Yes
Observation of program: Any time

Description and purpose:

This committee was set up to utilize more of the community resources in upgrading the school program, especially for the benefit of the superior and gifted students. It is composed of approximately 25 members from different areas of Stevens County. These members meet monthly except during June and July. Last year the committee compiled a resource file for the use of schools, encouraged and assisted teachers to provide more and varied field trips, and sponsored special art classes taught by lay artists—both during school hours and on Saturday mornings.

This year, while continuing to study the needs of gifted children, the committee is meeting in different areas of the county. The general public is invited to attend.

The purpose of the program is to improve the instructional program for gifted children in the public schools and to increase public understanding.

Evaluation is being made constantly—in terms of public reaction and each month by committee members.

Mrs. Kathryn Carlson, Curriculum Director
Stevens County Schools
Colville, Stevens County

Summer School

Program Statistics:
Subject(s): Elementary, junior and senior high subjects
Grade(s): All grades
Year began: 1961
Number of students: 50
Number of teachers: 4
Approx. mental ability: All
Time: 600 minutes per week
Number of weeks: 6

Special equipment or materials: None
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

Offerings the first year were elementary remedial work and mathematics, English, and social studies at the upper levels. The program will be expanded in the future. The summer program serves two purposes: make-up and enrichment.

Clarence McClure, Superintendent
Grandview Public Schools, Grandview School District No. Jt. 116-200
Grandview, Yakima County

District Size: Group III—1,000-1,999 enrollment

Guidance and Testing

Program Statistics:
Subject(s): Guidance and Testing
Grade(s): 1-12
Year began: 1960
Number of students: 1,800
Approx. mental ability: All
Number of weeks: 36

Special equipment or materials: Tests
Results so far: We need help in utilizing test results
Written description: No

Description and purpose:

This program provides for a comprehensive testing program for grades 1 through 12. The program is being evaluated by the Curriculum Evaluation Committee.

Arthur Skurdall, Principal
Peninsula High School, Peninsula School District No. 401
Gig Harbor, Pierce County

District Size: Group III—1,000-1,999 enrollment

Building Alterations

Program Statistics:
Grade(s) 1-12
Year began: 1959
Number of students: 465

Special equipment or materials: None
Results so far: Very satisfactory
Written description: No

Description and purpose:

District No. 111 made the elementary building become the high school building, and the high school the elementary. This exchange was made possible by adding to the "new" elementary school and altering the "new" high school. The purposes were to provide more space in each building and to get the high school into a single unit.

James Jennings, Superintendent
Brewster School District No. 111
Brewster, Okanogan County

District Size: Group IV—250-999 enrollment

Vocabulary Development

Program Statistics:
Subject(s): All subjects
Grade(s): All grades
Year began: 1961
Number of students: 750
Number of teachers: All
Approx. mental ability: 110
Time: 30 minutes per week
Number of weeks: 36

Special equipment or materials: Phonograph records, vocabulary lists, special word usage, sentence charts, teacher required reports, etc.
Results so far: Teachers are reporting some improvement.
Written description: Yes
Observation of program: After first semester

Description and purpose:

This program was faculty-initiated through monthly district-wide meetings. A definite, conscious effort is made in all areas to increase vocabulary through usage. The main purpose of the program is to increase communication and expression through word power. Evaluation is by general observation now and vocabulary tests later.

H. C. Olson, Superintendent of Schools
Eatonville Elementary, Columbia Crest Elementary and High School
Eatonville School District No. 404
Eatonville, Pierce County

District Size: Group IV—250-999 enrollment

Cooperative Testing Program

Program Statistics:
Subject(s): Intelligence; Differential Aptitude; College Entrance
Grade(s): All
Year began: 1959
Number of students: 750
Approx. mental ability: 110
Number of weeks: Intervals

Special equipment or materials: Testing materials
Results so far: Not yet apparent
Written description: No
Observation of program: Second semester

Description and purpose:

Experts from the Cooperative Educational Services of Pierce County worked with teachers and administrators in setting up types of tests to be used, together with a grade and time-sequence to be followed.

The main purpose of the program is to assist in vocational and educational guidance, as well as in classifications of students. The idea originated through a Pierce County Cooperative study program dealing with number and needs of exceptional students. Results are being evaluated through staff conferences.

H. C. Olson, Superintendent of Schools
Grades and High School, Eatonville School District No. 404
Eatonville, Pierce County

District Size: Group IV—250-999 enrollment

Ability Groupings

Program Statistics:
Subject(s): All
Grade(s): 1, 2, 5-8, 9-12
Year began: 1959
Number of students: 200
Number of teachers: 9
Time: All minutes per week
Number of weeks: All

Special equipment or materials: None
Results so far: Most progress found in the better students since they are allowed to progress at their own rates.
Written description: No
Observation of program: Any time

Description and purpose:

The district strives to find the level of ability of each student and place him so that he can work to his potential. Selection is based on tests and teacher judgment. Comparative test results, using results in previous years as control, are used in the evaluation. The main purpose of the program is to allow for more individual progress at the best possible speed for the student.

John Freeman, Principal, Reardan Consolidated Schools
Reardan Grade School, Reardan School District No. 210-412
Reardan, Lincoln County

District Size: Group IV—250-999 enrollment

Revised Testing Program

Program Statistics:
Subject(s): General
Grade(s): 1-12
Year began: 1961
Number of students: All
Number of teachers: All
Approx. mental ability: All

Special equipment or materials:
None
Written description: No
Observation of program: Any time

Description and purpose:

A new plan for testing and follow-up testing in all grades is being employed in District No. 56. The Richland Tri-City Special Services Department is used for referrals.

The main purpose of the program is to identify special abilities, weaknesses, and needs of students, and to use this information in the improvement of instruction.

John A. Larson, Superintendent
Kahlotus School District No. 56
Kahlotus, Franklin County

District Size: Group V—100-249 enrollment

6-6 Scheduling—7 and 8 Grades with High School

Program Statistics:
Subject(s): All basic
Grade(s): 7-12
Year began: 1960
Number of students: 44
Approx. mental ability: Average
Time: 1,800 minutes per week
Number of weeks: 36

Special equipment or materials:
None
Results so far: Good
Written description: No
Observation of program: Any time

Description and purpose:

The main purpose of this program is to make better use of teachers.

Robert W. McNeley, Superintendent
Wellpinit School District No. 49
Wellpinit, Stevens County

District Size: Group V—100-249 enrollment

Programs Involving Senior High and Extended Secondary . . .

Foreign Language Laboratories

Program Statistics:

Subject(s): Spanish and French

Grade(s): 9-14 (now will extend lower)

Year began: 1958

Number of students: 425

Number of teachers: 4

Approx. mental ability: Average and above

Time: 30 minutes per week

Number of weeks: 36

Special equipment or materials: Language lab, tapes, film strips, tape recorders, special text materials

Results so far: Number of participants has increased. More 3rd and 4th year. Much improved facility in use of language.

Written description: No

Observation of program: Any time during regular school

Description and purpose:

All language students in grades 9-14 are regularly scheduled in a laboratory. Other grades will be added. Teachers have been trained in the use of the laboratory, and results are promising.

The main purpose of the program is to improve and extend foreign language teaching and, in particular, the spoken language.

John Rutherford, Assistant Superintendent
Wenatchee School District No. 246
Wenatchee, Chelan County

District Size: Group II—2,000-19,999 enrollment

Extended Secondary and Community College Programs . . .

Electronics Technology

Program Statistics:

Subject(s): English, Reading, Safety, Mathematics, Science, Industrial Arts, Social Studies

Grade(s): 13-14

Year began: 1958

Number of students: 30

Number of teachers: 2

Approx. mental ability: Average (with aptitude for technical and engineering)

Time: 900 minutes per week

Number of weeks: 66

Special equipment or materials: Electronics instruments—gauges, meters, science gear

Results so far: Favorable

Written description: Yes

Observation of program: October 1, 1962, or later

Description and purpose:

The program includes math, physics, and English. Specialized training begins with the study of basic electrical circuits and laws, characteristics of vacuum tubes, transistors, and load lines. Later study covers construction and analysis of complex electronic circuits found in industrial equipment. Training, for the most part, is in general electronics, qualifying the graduate as a beginner in many branches of this field. Further study after employment will lead to specialization and advancement in a selected field.

The main purpose of the program is to train qualified technicians for industrial employment. It is evaluated by joint school-industry conferences with the help of advisory committees.

Frank Wimer, Director, Vocational-Technical Training
Lower Columbia College, District No. 122
Longview, Cowlitz County

Registered Nurse Associate Degree Program

Program Statistics:

Subject(s): Nursing, College Science, English, etc.

Grade(s): Freshman, Sophomore College

Year began: 1960

Number of students: 25

Number of teachers: 5

Approx. mental ability: Average

Time: 25-30 hours per week

Number of weeks: 7 quarters

Special equipment or materials: Clinical hospital experience in local Tri-City hospitals and Eastern State Hospital in addition to CBC academic courses.

Results so far: Above average student on campus. Attrition rate within expected norm.

Written description: Yes

Observation of program: Probably November 1962

Description and purpose:

Student takes nursing courses, which include hospital practice, concurrently with required college academic courses. It takes two academic years and one summer session to complete the program. Upon graduation, a student is eligible to take the state board examination for registered nurses.

The purpose of the program is to train a professional nurse in approximately two years. Original source of information stimulating consideration of this plan was the Rockefeller Foundation Survey of the Nursing Profession, 1950.

The program is evaluated on the basis of the regulations of the National League of Nursing (Sealantic Foundation) and the Washington State Board of Professional Nursing.

Jack E. Cooney, Director
Columbia Basin College, Pasco School District No. 1
Pasco, Franklin County

Core Curriculum Approach in Extended Secondary

Program Statistics:
Subject(s): English, History, Speech
Grade(s): 13th year
Year began: 1961
Number of students: 25
Number of teachers: 1
Time: 600 minutes per week
Special equipment or materials: Greater use of library, magazines, books, etc.
Results so far: Very good
Written description: No
Observation of program: Can arrange any time.

Description and purpose:

All students in their thirteenth year take the 'block' class. An excellent teacher has all students about two hours per day.

Robert H. Quiggle, Director
Tri-County Extended Secondary School, Chewelah School Dist. No. 36
Chewelah, Stevens County

I B M Training

Program Statistics:
Subject(s): I B M
Grade(s): Post high school
Year began: 1959
Number of students: 250
Time: Varies
Number of weeks: Varies depending on number of classes, types of classes
Special equipment or materials: 24-024 and 026 Key Punch machines, Sorter, Verifier, 402 Accounting Machine Collator, Reproducing punch
Results so far: Successful
Written description: Yes
Observation of program: Any time

Description and purpose:

This program provides instruction in the use of machines listed above. Some individuals will enroll in one course only; others will enroll in an integrated course including non-IBM courses. A person completing the program is rewarded with a certificate.

The main purpose of the program is to provide the business world with IBM trained personnel. Results are evaluated by the Business Education Advisory Committee and the instructional staff.

Lloyd Comstock, Vice-Principal
Edison Technical School, Seattle School District No. 1
Seattle, King County

An inventory of educational changes and descriptions of new instructional programs in the schools of Washington State—1958-1961. This study was made possible by an appropriation for research by the 1961 Washington State Legislature.

RAY E. JONGEWARD, Director of Research
Office of the Superintendent of Public Instruction
Olympia, Washington

October 1962

Research Report No. 07-01

ACKNOWLEDGMENTS

Sincere thanks is expressed to the hundreds of individuals in the public schools throughout the State of Washington who took the time to describe their new programs. We are all indebted to them for their contribution.

The Research Office also wishes to express its appreciation to Dr. Henry M. Brickell, Manhasset, New York, whose experience and helpful suggestions contributed greatly to the design and success of the questionnaire from which this information resulted.

Special appreciation is due all personnel who assisted in the production of this book, especially

Dorothee Brown, Editorial and Publications, State Office of Public Instruction
John L. Fea, Research Office, State Office of Public Instruction
Francis Flerchinger, Data Processing, State Office of Public Instruction
Dr. Gordon McCloskey, Washington State University, Pullman
Dr. Donald Waldrip, Director of Research, Spokane Schools
Dr. Lloyd Urdal, Washington State University, Pullman

RAY E. JONGEWARD,
Director of Research
State Office of Public Instruction

Olympia, Washington
October, 1962

RESEARCH ADVISORY COMMITTEE

Dr. Stayner Brighton
Washington Education Association
Seattle, Washington

Dr. John Broussard
American Federation of Teachers
Everett, Washington

Mrs. Willis Camp
Legislative Interim Committee on Education
Seattle, Washington

Mr. Percy J. Cox
Washington State Junior High Principals' Association
Puyallup, Washington

Mr. A. J. Dieter
Department of Classroom Teachers
Longview, Washington

Mrs. Myrtle B. Ferrell
Washington State School Directors' Association
Everett, Washington

Mr. Wilbur B. Gilbert
School District
Oak Harbor, Washington

Mr. Keith Haskins
Washington Elementary Principals' Association
Wenatchee, Washington

Dr. Alice Hayden
University of Washington
Seattle, Washington

Mrs. Berne Jacobsen
Legislative Interim Committee on Education
Seattle, Washington

Dr. Eldon Jacobsen
Central Washington State College
Ellensburg, Washington

Mr. Harold Jeffery
School District
Seattle, Washington

Dr. Quentin Kintner
Legislative Interim Committee on Education
Port Angeles, Washington

Dr. Richard C. Langton
Washington State School Superintendents' Association
Cheney, Washington

Mr. G. Ira Loree
Washington State County Superintendents' Association
Mount Vernon, Washington

Mrs. Charles Mage
Washington State Congress of PTA
Vancouver, Washington

Dr. Gordon McCloskey
Washington State University
Pullman, Washington

Mr. Charles A. McGlade
School Information and Research Service
Seattle, Washington

Mr. Fred C. Osmers
Washington State Research Council
Tacoma, Washington

Mrs. Rosella Roff
Delta Kappa Gamma
Seattle, Washington

Mr. Toney Shelton
Washington Association of School Business Officials
Tacoma, Washington

Mrs. Arthur Skelton
Washington State Expenditures Council
Seattle, Washington

Dr. Robert B. Smawley
Eastern Washington State College
Cheney, Washington

Dr. John Snedeker
Western Washington State College
Bellingham, Washington

Mr. James Spalding
State Board of Education
Bickleton, Washington

Dr. James M. Starr
Washington Association of Junior Colleges
Wenatchee, Washington

Mr. William Whitesel
Washington State High School Principals' Association
Tacoma, Washington

TABLE OF CONTENTS

Page

FOREWORD 7

INTRODUCTION 8

PART I

Table 1, Number of New Programs 1958-1961 9
Table 2, Source of Ideas for the New Programs 9
Table 3, New Programs by District Size 10
Table 4, Grade Levels Served by New Programs 10
Table 5, Ability Levels Served by New Programs 11
Table 6, Number of Programs That Affected Single Subject Matter Areas 12
Table 7, Multiple Effects of New Programs on Subject Content 13
Table 8, Subject Content in New Programs by District Size 14
Table 9, Grade Levels Affected by the Subject Content of New Programs 15
Table 10, Ability Levels Affected by the Subject Content of New Programs 16
Table 11, Effect of New Programs on Class Size and Pupil Grouping. 17
Table 12, Use of New Teaching Materials in New Programs 18
Table 13, Instructional Purposes Emphasized in New Programs 18
Table 14, Types of Equipment and Materials Used in the New Programs 19
Table 15, Equipment and Materials Used in Various Subjects 20
Table 16, Extent of Changes in Use of Equipment and Materials at Various Grade Levels 21
Table 17, Extent to Which Changes in Use of Equipment and Materials Affected Instruction of Pupils Possessing Various Levels of Ability 22
Table 18, Extent of Changes in Teaching Activities to Implement New Programs 23
Table 19, Time Changes to Implement New Programs 24
Table 20, Space Changes for the New Programs 24
Table 21, Sources of Finance for the New Programs 25
Table 22, Sources of Finance for New Programs According to Size of District 25
Table 23, Sources of Finance of New Programs in Various Subjects .. 26
Table 24, Sources of Finance for Equipment and Materials Used in New Programs 27

PART II

Elementary Programs in Grades K-6 Only 29
Elementary Programs Which Include Grades 7 and/or 8 93
Programs Involving Elementary and Junior High 131
Junior High Programs in Grades 7-9 Only 139
Programs Involving Junior High and Senior High 163
Senior High Programs Which Include Grade 9 183
Senior High Programs in Grades 10-12 Only 207
Programs Involving Elementary and Senior High (Junior High is Usually Included) 249
Programs Involving Senior High and Extended Secondary 269
Extended Secondary and Community College Programs 271

FOREWORD

Public schools are responsible for education that prepares young people to become successful individuals and contribute to the progress and prosperity of our factories, stores, farms and homes. Each year technological development increases the need for ever higher levels of knowledge and skill.

This report provides information about 976 recent instructional improvements Washington schools have made to meet the enlarged space age needs of today and tomorrow.

Thousands of alert teachers and administrators, along with consultants from the State Office of Public Instruction, colleges, universities and professional organizations, have contributed immense amounts of energy and judgment to these improvements.

So all Washington pupils can benefit from those fruitful efforts, this report makes results available to all of the state's teachers, administrators, school boards and parents. This report provides the facts and ideas that will help all school districts speed their educational progress.

Each district can appraise its own most urgent needs. Then each can visit or correspond with fellow workers in districts that have had experience with meeting similar problems. This exchange of experience will bring about rapid, efficient and continuing instructional improvement for the boys and girls in the schools of our state.

Louis Bruno

State Superintendent
of Public Instruction

INTRODUCTION

Washington citizens are aware that technological progress is rapid. They know that agriculture, manufacturing, commerce, occupation and civic problems constantly become more complex.

Each year the capacity to earn a good living depends more on higher levels of general education and specialized skill. Each year our state's prosperity and progress depends more on the availability of highly skilled workers. As our population continues to increase, our cities, counties, trade associations and labor organizations are confronted with new responsibilities requiring deeper insights and broader judgments.

Fortunately, Washington's educators are at work improving education in ways that will help young people benefit from new occupational opportunities and contribute to Washington's economic and cultural development.

Our present rate of educational progress is encouraging. This report presents facts about instructional improvements made by 191 Washington school districts in the years 1958-1961. In addition to the thousands of improvements made by individual teachers, these districts have systematically developed 976 new instructional programs. These developments covered almost every subject matter field and every grade from kindergarten through community college. Progress is under way in both large and small school districts. A large variety of modern teaching materials is being used.

Thousands of teachers, administrators, State Department of Education officials and consultants from colleges, universities and professionals are contributing their time, experience and creative effort.

But opportunity for our youth to be successful in modern occupations and the further development of our state depends on continued and expanded progress. The facts and ideas in this report can do much to speed additional improvements. These descriptions of new instructional programs already serving thousands of pupils in some school districts indicate ways other districts can initiate similar developments.

How This Report Can Speed Instructional Improvement

Part I of this report summarizes the types of instructional improvements that are under way. Statistical tables provide an overall picture of the types of improvements large and small school districts have found feasible in specific subject matter fields and grade levels. Facts about ways districts have financed developments are made available.

Part II provides detailed descriptions about 462 specific improvements made by specific school districts.

The purposes of each improvement and the procedures used to implement it are summarized. Each description is accompanied by the name and address of a person who can provide other districts with more information about the project.

These descriptions enable all of the state's educators to communicate with people who have had experience with the specific types of improvements they think will be of most value in their districts. Correspondence or visits with these people will make the benefits of their experience available to other districts.

Ray E. Jongeward
Director of Research
State Office of Public Instruction

PART I

A total of 976 new instruction programs were developed between 1958 and 1961. The rate of development has been increasing. Forty-six per cent of the new programs were initiated in 1961.

Table 1

NUMBER OF NEW PROGRAMS 1958-1961

	1958	1959	1960	1961	Total
Number of programs	115	176	236	449	976
Per cent of total	11.8%	18.0%	24.2%	46.0%	100.0%

Local school districts were the largest single source of ideas for new programs. This indicates an awareness of professional staffs and communities that "improvement" is necessary to fulfill the responsibility of education to keep pace with a society in which young people need continually more knowledge and skills. Professional organizations, colleges and universities, along with the State Office of Public Instruction and foundations of education are shown to be other sources of developmental ideas.

Table 2

SOURCE OF IDEAS FOR THE NEW PROGRAMS

Source	1958 N=158	1959 N=226	1960 N=302	1961 N=612	Total N=1298
Local innovation	43.7%	35.9%	41.7%	33.2%	37.0%
Informal professional contact outside district	18.3%	19.0%	15.6%	17.6%	17.5%
Another school district	14.5%	19.0%	16.5%	15.7%	16.3%
Professional organization	3.2%	7.1%	8.3%	9.2%	7.8%
College or university	8.9%	5.8%	7.0%	8.3%	7.6%
State department of education	1.9%	3.0%	2.3%	6.2%	4.2%
Foundation-private, nonprofit	1.9%	4.4%	2.6%	2.1%	2.6%
Other	7.6%	5.8%	6.0%	7.7%	7.0%

Table 3

NEW PROGRAMS BY DISTRICT SIZE

Group	1	2	3	4	5	6
No. Reporting	3	38	41	66	22	21
Enrollment	20,000 & more	2,000 to 19,999	1,000 to 1,999	250 to 999	100 to 249	1 to 99
1958 N=115	20.9%	38.2%	23.5%	13.0%	3.5%	.9%
1959 N=176	7.4%	43.7%	24.4%	18.8%	3.4%	2.3%
1960 N=236	6.4%	42.0%	20.3%	22.9%	4.2%	4.2%
1961 N=449	5.1%	35.2%	23.6%	23.8%	6.9%	5.4%
Total N=976	7.7%	38.7%	23.0%	21.4%	5.2%	4.0%

The largest number of new programs was developed by Group 2, the first-class districts with more than 2,000 enrollment. There also has been a general increase in the new programs in Groups 4, 5, and 6.

Table 4

GRADE LEVELS SERVED BY NEW PROGRAMS

Grade Level	**1958** N=192	**1959** N=271	**1960** N=394	**1961** N=697	**Total** N=1554
K	7	6	10	22	2.9%
1-3	28	43	67	107	15.8%
4-6	46	61	97	154	23.0%
7-9	60	75	103	203	28.4%
10-12	47	83	107	199	28.0%
13-14	4	3	10	12	1.9%

New programs were developed to serve all grade levels from kindergarten through community college. However, the grades most affected were the junior high school, 28.4 per cent, and the senior high school, 28 per cent. These data also indicate an increase in educational change in the intermediate and primary grades. Many new programs affected more than one grade level.

Table 5

ABILITY LEVELS SERVED BY NEW PROGRAMS

Ability Level	**1958** N=233	**1959** N=406	**1960** N=548	**1961** N=836	**Total** N=2023
Superior	55	86	110	193	21.9%
Above Average ...	57	119	151	273	29.7%
Average	63	109	146	287	30.0%
Below Average ...	47	75	112	29	13.0%
Handicapped	11	17	29	54	5.4%

Many of the new programs were designed to serve pupils possessing various levels of ability. Thirty per cent of the new programs served pupils with average ability. There is little difference between the number of programs serving the average and above average groups. Pupils with superior ability were served by more programs than those with the below average ability.

The 976 improvements were grouped according to subject matter areas to determine what areas have received major emphasis. The largest number of improvements were made in five subject areas: reading development, mathematics, foreign languages, science, and English-language arts, in that order. These subject areas generally hold top position in comparisons which follow. The greatest gain in the number of programs developed during the four-year period is registered in physical education. One new program was reported in 1958 compared to 32 in 1961.

One new program may affect several subjects at the same time. However, the number and per cents shown in Table 6 are reporting programs that affected only single subject areas.

Table 6

NUMBER OF PROGRAMS THAT AFFECTED SINGLE SUBJECT MATTER AREAS

Subject Content	1958 N=115	1959 N=176	1960 N=236	1961 N=449	Total N=976	Percent of Total
Reading development	25	27	32	67	151	15.5%
Mathematics	9	14	23	76	122	12.5%
Foreign languages	8	28	37	42	115	11.8%
Science	10	17	20	36	83	8.5%
English-language arts	9	12	16	41	78	8.0%
Physical education	1	5	9	32	47	5.0%
Social studies	4	6	5	14	29	3.0%
Industrial arts	1	3	7	9	20	2.0%
Music	3	6	2	7	18	1.8%
Business, distributive educa.	1	1	5	8	15	1.5%
Trade, industrial education	2	2	4	7	15	1.5%
Homemaking	0	5	4	3	12	1.2%
Art	1	1	2	5	9	.9%
Health-safety	0	1	0	1	2	.2%
Agriculture	1	0	0	0	1	.1%
Driver education	0	1	0	0	1	.1%
Other*	40	47	70	101	258	26.4%

*New programs shown in the above table were classified "Other" if no subject area was checked on the survey. It should be noted that 258 or 26.4% of the total 976 new programs fell into this category. An analysis of these improvements revealed that programs for gifted students were most frequent (22%), with new programs for special education students ranking second (14%). The remaining innovations were miscellaneously classified as administrative practices for improving instructional practices, i.e., grouping, team teaching, scheduling, etc.

Where Table 6 reported programs that affected only single subject areas, Table 7 is quite different. A close analysis of the data showed that many of the new programs affected more than one subject area. The inventory form made provisions to check all subjects that were affected by new programs. The total of these checks was 1976.

An analysis was made to determine the total frequency with which subject areas were affected by these new programs. Subject areas that revealed the largest number of improvements when the multiple effect of the new programs was considered were: reading development, mathematics, English-language arts, science, and foreign language.

Table 7

MULTIPLE EFFECTS OF NEW PROGRAMS ON SUBJECT CONTENT

Subject Content	1958 N=249	1959 N=357	1960 N=518	1961 N=852	Total N=1976	Percent of Total
Reading development	46	52	65	117	280	14.2%
Mathematics	30	42	57	131	260	13.1%
English-language arts	31	46	55	109	241	12.1%
Science	29	43	59	92	223	11.8%
Foreign languages	13	39	53	56	161	8.1%
Social studies	21	29	42	69	161	8.1%
Physical education	10	12	29	62	113	5.7%
Music	14	18	33	46	111	5.6%
Art	12	10	25	31	78	4.0%
Health-safety	10	14	17	35	76	3.8%
Industrial arts	6	11	18	31	66	3.3%
Homemaking	5	12	15	22	54	2.7%
Business, distributive educa.	3	6	13	11	33	1.6%
Trade, industrial education	3	8	10	12	33	1.6%
Agriculture	3	3	5	3	14	.7%
Driver education	1	3	6	2	13	.6%
Other	12	9	16	22	59	3.0%

In Table 7, the incidence of social studies suggests its importance in the new programs. They appear equally as prominent as the new programs in foreign languages.

Noticeable 1961 gains over 1958 appear in physical education, industrial arts and mathematics. Improvements in other subject areas, with the exception of driver education and agriculture, show a steady rate of increase over the four-year span.

Table 8 shows the specific subject areas in which districts of various sizes made different numbers of improvements. Here again, the five most frequently mentioned subjects are seen to command a top position in all sizes of districts with the exception of the smallest.

Most of the new programs in the larger districts were developed in science, followed by English-language arts. In Group 2, the smaller first-class districts, the most emphasis was on mathematics and foreign languages in that order. Reading development and mathematics took highest position in large second-class districts. In the smaller districts, reading development programs were much in evidence.

Table 8

SUBJECT CONTENT IN NEW PROGRAMS BY DISTRICT SIZE

Subject Content	**1** N=75	**2** N=378	**3** N=224	**4** N=209	**5** N=51	**6** N=39	**Total** N=976
Reading development	6	33	47	42	14	9	151
Mathematics	4	56	30	27	2	3	122
Foreign languages	5	48	24	28	4	6	115
Science	16	34	15	16	2	0	83
English-language arts	12	29	17	14	3	3	78
Physical education	1	20	9	9	4	4	47
Social studies	7	11	3	6	0	2	29
Industrial arts	0	7	0	7	4	2	20
Music	1	6	1	5	3	2	18
Business, distributive educa.	4	5	4	2	0	0	15
Trade, indust. educa.	1	10	2	1	1	0	15
Homemaking	0	6	1	3	0	2	12
Art	1	1	1	3	2	1	9
Health-safety	0	1	0	0	1	0	2
Agriculture	0	0	0	1	0	0	1
Driver education	0	0	0	0	0	1	1
Other	17	111	70	45	11	4	258

Table 9

GRADE LEVELS AFFECTED BY THE SUBJECT CONTENT OF NEW PROGRAMS

Subject Content	K N=45	1-3 N=245	4-6 N=357	7-9 N=440	10-12 N=436	13-14 N=29	Total N=1552
Reading develop. .	2	44	95	75	38	1	255
Mathematics	4	25	26	59	56	2	172
Foreign languages	0	16	37	45	55	3	156
Physical education	5	22	31	30	20	2	110
English-language arts	3	7	15	29	54	1	109
Science	1	7	18	28	48	0	102
Social studies	1	2	7	13	16	0	39
Music	1	7	11	9	5	0	33
Industrial arts ...	0	1	2	9	12	0	24
Trade, industrial educa.	0	0	0	2	6	9	17
Art	1	2	3	6	4	0	16
Business, distributive educa. ...	0	0	0	5	6	4	15
Homemaking	0	0	0	5	6	1	12
Health-safety	0	0	0	2	1	0	3
Agriculture	0	0	0	0	1	0	1
Driver education. .	0	0	0	0	1	0	1
Other	27	112	112	123	107	6	487
Percent of total...	2.9%	15.8%	23.0%	28.3%	28.1%	1.9%	100.0%

With the exception of kindergarten and community colleges, reading development programs were the most frequent. Approximately 26 per cent of the new programs for grades 4-6 were for this purpose. New kindergarten programs dealt mainly with physical education and mathematics skills. New programs in trade and industrial education, along with business and distributive education, were developed in community colleges.

Many new programs in mathematics were activated for grades 7-9. The emphasis in grades 10-12 was on foreign languages, English-language arts, science, social studies and industrial arts. Numerous physical education program changes were made in both elementary and high schools.

Table 10

ABILITY LEVELS AFFECTED BY THE SUBJECT CONTENT OF NEW PROGRAMS

Subject Content	**Superior** N=438	**Above Average** N=594	**Average** N=598	**Below Average** N=436	**Handi-capped** N=109	**Total** N=2175
Reading development	64	96	109	97	12	378
Mathematics	61	86	54	46	4	251
Foreign languages	40	71	70	22	2	205
English-language arts	45	50	50	43	4	192
Science	39	56	44	26	1	166
Physical education	28	34	38	32	17	149
Social studies	15	17	21	14	1	68
Industrial arts	6	9	18	10	5	48
Music	11	12	12	10	1	46
Trade, industrial educa....	7	9	13	4	4	37
Homemaking	4	9	9	4	2	28
Business, distributive educa.	5	10	8	4	0	27
Art	2	3	6	3	1	15
Driver education	1	1	1	1	0	4
Health-safety	0	0	1	0	0	1
Other	110	131	144	120	55	560
Percent of total	20.1%	27.3%	27.5%	20.1%	5.0%	100.0%

The proportion of improvements in various subject matter areas was about the same for pupils possessing various levels of ability. The exception is that only 5 per cent of the total number of changes affected handicapped children.

New programs for the "below average" pupils were as comprehensive as those for pupils of much greater abilities. Physical education and reading skills were emphasized in the new programs for the "handicapped".

Data presented in Table 11 indicate that class sizes are being changed to accommodate the newer programs. Variations in class size and smaller classes were the predominant changes. Mass instruction programs also show an increase from 1958. A trend toward individual tutoring is evidenced.

Achievement is the most common basis for grouping with the teacher's judgment playing a major role in this process. Mental ability and pupil interest follow in that order with age, creativity and physical ability being the least used as a basis for grouping.

Table 11

EFFECT OF NEW PROGRAMS ON CLASS SIZE AND PUPIL GROUPING

Size	**1958** (N=79)	**1959** (N=101)	**1960** (N=154)	**1961** (N=311)	**Percent of total** (N=645)
Variable in size	28	42	59	92	34.2%
Smaller than before	24	30	35	73	25.1%
Mass instruction	6	7	25	56	14.5%
Individual tutoring	8	11	24	44	13.5%
Larger than before	5	6	6	30	7.3%
Other	8	5	5	16	5.4%
Per cent of changes occurring in "size"	12.2%	15.7%	23.9%	48.2%	100.0%
Basis for Grouping	(N=217)	(N=273)	(N=369)	(N=527)	(N= 1386)
Achievement	55	72	96	131	25.5%
Teacher judgment	43	62	74	112	21.0%
Mental ability	41	56	68	95	18.8%
Interest	33	49	74	85	17.4%
Age	15	16	18	37	6.2%
Creativity	14	7	17	23	4.4%
Physical ability	8	6	8	21	3.1%
Other	8	5	14	23	3.6%
Per cent of changes occurring in "basis"	15.7%	19.7%	26.6%	38.0%	100.0%

There is a trend toward the wider use of new and different materials. This trend supports assumptions that new materials can be utilized to improve instruction, that it is possible to use more material in the learning process, to combine materials in news ways, and to present some subject matter at earlier stages in the education of the pupils.

Table 12

USE OF NEW TEACHING MATERIALS IN NEW PROGRAMS

Materials Used	**1958** (N=171)	**1959** (N=261)	**1960** (N=345)	**1961** (N=621)	**Percent of total** (N=1398)
New and/or different	62	104	125	269	40.0%
More material	42	65	88	146	24.4%
New combinations	42	59	83	152	24.0%
Presented earlier	20	22	34	35	8.0%
Presented later	3	7	9	8	2.0%
Less material	2	4	6	11	1.6%
Per cent of change occurring in "materials"	12.2%	18.7%	24.7%	44.4%	100.0%

Most instructional changes were designed to improve skills. This concern is demonstrated throughout the four years surveyed with more than 29 per cent of the emphasis falling in this category. Programs for improving students' attitudes rank second. Programs emphasizing skills, concepts and information show a general steady rate of increase from 1958 through 1961.

Table 13

INSTRUCTIONAL PURPOSES EMPHASIZED IN NEW PROGRAMS

Purposes Emphasized	**1958** (N=298)	**1959** (N=403)	**1960** (N=530)	**1961** (N=1075)	**Percent of total** (N=2306)
Skills	81	114	158	321	29.3%
Attitudes	59	91	101	199	19.5%
Concepts	59	73	95	219	19.3%
Information	47	80	100	197	18.4%
Creativity	37	39	59	105	10.4%
Other emphases	15	6	17	34	3.1%
Percent of change occurring in "emphases"	13.0%	17.4%	23.0%	46.6%	100.0%

Various types of equipment and materials are used in the new programs. Visual projectors were employed in 30.6 per cent of the new programs. This trend of the use of visual projectors carries through the study.

Other equipment changes are evident. The greatest rate of change from 1958 through 1961 is in the use of programed books and "machines."

From these data it seems that broadcast television is being used frequently in the educational process. The use of closed circuit television is just beginning to appear.

Textbooks are used extensively in the new programs. All materials listed here show about the same rate of increased use during the 1958-61 years.

Table 14

TYPES OF EQUIPMENT AND MATERIALS USED IN THE NEW PROGRAMS

Equipment and materials	1958	1959	1960	1961	Percent of total
Equipment	(N=121)	(N=126)	(N=169)	(N=358)	(N=774)
Visual projectors	43	39	49	106	30.6%
Sound recorders, players	29	34	42	70	22.6%
Individual listening, recording or viewing booths—Lang. labs.	14	15	18	25	9.3%
Broadcast TV	11	9	17	33	9.0%
Programed instruction: books	7	4	14	42	8.6%
Programed instruction: machines	3	3	7	19	4.3%
Closed circuit TV	0	0	1	1	.2%
Other	14	22	21	62	15.4%
Per cent of change in "equipment" use	15.6%	16.3%	21.8%	43.3%	100.0%
Materials	(N=217)	(N=289)	(N=335)	(N=644)	(N=1485)
Textbooks	55	79	98	179	27.7%
Films/filmstrips	39	49	53	101	16.3%
Library books and magazines	41	42	50	93	15.2%
Recording tapes	29	43	46	78	13.2%
Packaged kits, e.g. SRA	24	34	41	76	11.8%
Workbooks	20	27	26	62	9.1%
Other	8	15	21	55	6.7%
Percent of change in "materials" use	14.6%	19.5%	22.5%	43.4%	100.0%

Table 15

EQUIPMENT AND MATERIALS USED IN VARIOUS SUBJECTS

Content	Equipment								Materials						
	Visual projectors	Sound equipment	Individualized	Broadcast TV	Programed (books)	Programed (mach.)	CCTV	Other	Textbooks	Film, filmstrip	Library books, mags.	Records, tapes	Packaged kits	Workbooks	Other
Reading development	52	18	4	1	11	11	0	18	63	41	42	18	86	39	7
Foreign language	23	63	44	14	6	6	1	4	50	34	17	86	9	4	13
Science	36	11	0	9	5	1	0	16	49	38	24	9	6	14	12
English-lang. arts	20	16	8	3	15	4	0	3	41	19	32	16	11	8	7
Mathematics	18	3	1	4	17	5	0	13	67	5	6	2	12	14	10
Social studies	10	4	0	4	0	0	0	1	17	14	15	5	0	1	3
Physical education	3	3	0	4	0	0	0	11	2	5	2	2	1	0	8
Industrial arts	7	2	0	0	0	0	0	7	2	3	4	0	1	0	6
Music	2	6	1	3	1	0	0	1	3	3	0	6	1	2	2
Trade and industrial education	4	0	0	0	0	0	0	4	4	2	1	0	1	2	1
Homemaking	1	0	0	0	0	1	0	2	5	2	1	0	0	0	1
Business, distributive education	1	0	0	0	0	0	0	2	7	0	0	0	0	1	0
Art	2	1	0	0	0	0	0	1	1	1	1	0	2	0	0
Driver education	1	0	0	0	1	1	0	0	1	1	0	0	1	0	0
Agriculture	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0
Health-safety	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0
Other	56	48	14	28	11	3	1	35	97	72	80	52	44	50	30

Table 15 illustrates the frequency of use of equipment and materials in the various subject areas.

Since more new programs were started in reading development than any other subject area, as might be expected, the use of equipment and materials is greater in this classification than the others. However, the use of visual projectors, packaged kits, textbooks, library books and magazines and workbooks is substantial.

Broadcast television, records and tapes are widely used for teaching foreign languages.

In science instruction, projectors, film and textbooks are employed quite frequently. So are library materials.

Broadcast television, projectors, sound equipment, textbooks, library materials and programed books were used to a considerable degree for English-language arts instruction.

Programed books were used most frequently in the mathematics programs. These programs also relied heavily on textbooks and to some extent on workbooks. Broadcast television is used for 28 instructional purposes.

Table 16

EXTENT OF CHANGES IN USE OF EQUIPMENT AND MATERIALS AT VARIOUS GRADE LEVELS

	K	1-3	4-6	7-9	10-12	13-14	Percent of total
Equipment	N=35	N=178	N=280	N=361	N=383	N=23	N=1260
Visual projectors	8	42	78	120	112	7	29.1%
Sound recorders, players	11	42	65	82	84	2	22.7%
Broadcast TV	5	30	40	24	26	3	10.2%
Programed (books)	5	12	19	34	47	2	9.4%
Individual listening, recording, viewing	3	13	16	30	49	3	9.1%
Programed (machines)	1	6	14	15	16	1	4.2%
Closed circuit TV	0	1	2	0	0	0	.2%
Other	2	32	46	56	49	5	15.1%
Percent of occurrence of "equipment"	2.8%	14.1%	22.2%	28.7%	30.4%	1.8%	100.0%
Materials	N=61	N=371	N=542	N=687	N=684	N=33	N=2378
Textbooks	12	84	126	185	191	5	25.4%
Film, filmstrip	13	55	85	105	114	7	15.9%
Library books, magazines	11	60	87	108	107	5	15.9%
Recordings, tapes	10	52	72	88	98	5	13.7%
Packaged kits, e.g. SRA	8	50	88	95	69	6	13.3%
Workbooks	5	49	56	58	54	4	9.5%
Other	2	21	28	48	51	1	6.3%
Percent of occurrence of "materials"	2.5%	15.6%	22.8%	28.9%	28.8%	1.4%	100.0%

Use of new equipment was the highest in grades 10-12 followed by grades 7-9. However, grades 7-9 registered the most changes in the use of new materials. The least affected grade levels were the kindergarten and grades 13-14. Broadcast television was used most in grades 4-6. Programed books and machines were used more often in grades 10-12.

Table 17

EXTENT TO WHICH CHANGES IN USE OF EQUIPMENT AND MATERIALS AFFECTED INSTRUCTION OF PUPILS POSSESSING VARIOUS LEVELS OF ABILITY

	Superior	Above Average	Average	Below Average	Handicapped	Percent of total
Equipment	N=358	N=505	N=503	N=325	N=36	N=1777
Visual projectors	107	159	154	100	21	30.4%
Sound recorders, players	83	119	114	76	19	23.1%
Broadcast TV	40	44	51	29	8	9.7%
Individual listening, recording, viewing	34	48	46	21	8	8.8%
Programed (books)	31	42	44	35	4	8.8%
Programed (machines)	15	20	20	13	2	4.0%
Closed-circuit TV	0	0	2	0	0	.1%
Other	48	73	72	51	24	15.1%
Percent of occurrence of "equipment"	20.2%	28.4%	28.3%	18.3%	4.8%	100.0%
Materials	N=701	N=944	N=914	N=645	N=167	N=3371
Textbooks	191	257	227	160	36	25.8%
Film, filmstrip	122	156	161	94	28	16.6%
Library books, magazines	116	139	134	101	24	15.3%
Packaged kits, e.g. SRA	93	125	129	111	22	14.2%
Recordings, tapes	88	122	119	71	24	12.6%
Workbooks	59	88	80	70	18	9.4%
Other	32	57	64	38	15	6.1%
Percent of occurrence of "materials"	20.8%	28.0%	27.1%	19.1%	5.0%	100.0%

Use of equipment and materials for the new programs varied for instruction of pupils possessing various ability levels. The greatest use of equipment and materials occurs for instruction of pupils with superior, above average and average ability.

The use of television for instructional purposes is new to many of Washington's schools and its use is fairly uniform at all ability levels. Similarly the use of programed books and machines is shown to be rather uniform at all levels. Viewed in its entirety, Table 17 demonstrates that changes in equipment and materials used for instructional purposes occurred throughout all levels of ability.

Table 18
EXTENT OF CHANGES IN TEACHING ACTIVITIES TO IMPLEMENT NEW PROGRAMS

	1958	1959	1960	1961	Percent of total
Personnel	N=80	N=78	N=94	N=236	N=488
Resource people	30	28	25	69	31.2%
Consultant with special certification	13	13	20	45	18.6%
Itinerant subject area specialists	13	12	19	36	16.4%
Clerical assistance	4	3	8	24	8.0%
Non-certificated specialists	6	6	6	9	5.5%
Teacher aides	3	3	2	12	4.1%
Other	11	13	14	41	16.2%
Percent of changes in "personnel"	16.4%	16.0%	19.3%	48.3%	100.0%
Responsibility	N=43	N=57	N=100	N=203	N=403
Regular duties divided differently	17	28	55	61	40.0%
Regular duties combined in new ways	9	12	20	59	24.8%
Leadership duties created in faculty	4	7	13	39	15.6%
Other	13	10	12	44	19.6%
Percent of changes in "responsibility"	10.7%	14.1%	24.8%	50.4%	100.0%
Procedure	N=213	N=321	N=462	N=905	N=1901
Demonstration	30	56	94	154	17.6%
Testing & review	35	45	69	172	16.9%
Individual student projects	46	49	69	149	16.5%
Discussion	34	55	75	146	16.3%
Recitation	31	56	76	109	14.3%
Lecture	22	39	54	116	12.1%
Percent of changes in "procedure"	11.2%	16.9%	24.3%	47.6%	100.0%

New programs were accompanied by changes in teaching activities. Use of resource people was a major feature of the new programs with more than 30 per cent of the responses indicating this change. In the area of personnel changes, consultants and itinerant subject matter specialists are found to be used quite frequently. The increased use of clerical assistants and their ranking above non-certificated specialists and and teacher aides is apparent.

Changes in responsibilities of the teaching staff are also shown in this table. Teaching duties divided differently or combined in new ways accounted for about 65 per cent of these changes. A possible trend toward increasing leadership responsibilities among the faculty is indicated.

Demonstration, testing and review and individual student projects headed the changes in teaching procedures.

Most of the new programs are incorporated within the regular school hours as shown in Table 19. This is particularly true for the year 1961, when more than 55 per cent of the changes occur at a new time during the regular school day.

Table 19

TIME CHANGES TO IMPLEMENT NEW PROGRAMS

TIME	1958 N=41	1959 N=51	1960 N=94	1961 N=130	Total N=316
New time during school	48.8%	35.3%	43.6%	55.4%	47.8%
Summer	14.6%	13.7%	11.7%	10.8%	12.0%
Before school	9.8%	11.8%	9.6%	11.5%	10.8%
After school	12.2%	17.7%	11.7%	6.9%	10.8%
Evening	7.3%	7.8%	7.4%	3.9%	6.0%
Weekends	2.4%	0.0%	1.1%	2.3%	1.6%
Other	4.9%	13.7%	14.9%	9.2%	11.0%
Occurrences of "time" changes	13.0%	16.1%	29.8%	41.1%	100.0%

Summer school ranks second as a change in the time at which new types of instruction are provided. Although there is a marked decrease in the use of after school time for new programs, experimentation with after school time has taken place, notably in 1959. The number of new programs conducted before regular school hours has remained fairly constant during the four-year period. Evening and weekend time is used least for new programs.

Table 20

SPACE CHANGES FOR THE NEW PROGRAMS

	Percent of Change N=224
Different room/s	47.8%
Altered room space	33.0%
Outdoors	9.0%
College building	1.8%
Commercial building	1.3%
Other	7.1%

Different rooms and altered room space accounted for more than 80 per cent of the space changes made to accommodate new programs. Some new instruction was conducted "outdoors". Other changes including the uses of college and commercial buildings were relatively slight.

Table 21

SOURCES OF FINANCE FOR THE NEW PROGRAMS

Source	1958 N=139	1959 N=210	1960 N=311	1961 N=536	Total N=1196
Regular school budget	63.3%	65.2%	62.1%	68.7%	65.7%
NDEA Title III	13.7%	14.3%	13.8%	11.9%	13.1%
No added costs	7.2%	8.1%	12.2%	9.5%	9.7%
Special levy	2.9%	1.9%	3.2%	2.2%	2.5%
NDEA Title V	1.4%	3.3%	2.6%	1.3%	2.0%
Other Federal funds	.7%	.5%	.6%	.6%	.6%
Other funds	10.8%	6.7%	5.5%	5.8%	6.4%

New programs were financed by regular school budgets 65.7 per cent of the time. The National Defense Education Act, combining Title III and Title V, provided funds for 15.1 per cent of the new programs. Special levies were used for 2.5 per cent, while 9.7 per cent of the new programs required no additional costs.

Table 22

SOURCES OF FINANCE FOR NEW PROGRAMS ACCORDING TO SIZE OF DISTRICT

Source	1 N=96	2 N=496	3 N=259	4 N=240	5 N=67	6 N=38	Total N=1196
Reg. school budget	64.6%	63.7%	67.2%	69.2%	62.6%	68.0%	65.7%
NDEA Title III	18.8%	15.5%	11.2%	9.6%	9.0%	8.0%	13.1%
No added costs	8.3%	5.9%	12.4%	11.7%	16.4%	21.0%	9.7%
Special levy	1.0%	3.6%	2.7%	1.7%	0.0%	0.0%	2.5%
NDEA Title V	0.0%	2.0%	1.9%	3.7%	0.0%	0.0%	2.0%
Other Fed. funds	0.0%	.4%	0.0%	1.2%	3.0%	0.0%	.6%
Other funds	7.3%	8.9%	4.6%	2.9%	9.0%	3.0%	6.4%

Funds used for financing the costs of new programs in various classes of districts came from a variety of sources. As was illustrated in Table 22, the regular school budget was the major source of funds in school districts of all sizes.

The utilization of NDEA Title III funds is most frequent in the largest districts. These funds are used less as the size of the districts decreases. One explanation may be that the small districts are able to obtain only limited funds under the provision of Title III since allocation of funds is based on the enrollment factor.

In many cases, Title III allotments are signed over to the county office which in turn provides services, equipment and materials on a cooperative basis.

As the district size decreases, more of them report "no added costs" for the new programs. Apparently many of the new programs in the small districts were incorporated directly, or replaced former programs.

There is little use of special levy funds or NDEA Title V funds for financing new programs in the smallest districts.

Table 23

SOURCES OF FINANCE OF NEW PROGRAMS IN VARIOUS SUBJECTS

	Regular School Budget	NDEA Title III	NDEA Title V	Other Federal Funds	Special Levy	No Added Costs	Other Funds
Foreign languages.	54.2%	33.8%	1.8%	......	2.4%	6.0%	1.8%
Reading develop...	85.5%	.7%	......	.7%	2.0%	8.5%	2.6%
Mathematics	70.4%	15.1%	1.3%	......	1.3%	9.9%	2.0%
Science	59.8%	27.1%	3.3%	......	1.6%	6.6%	1.6%
English-lang. arts.	77.9%	2.3%	1.2%	......	3.5%	12.8%	2.3%
Physical education	69.6%	3.6%	......	......	7.1%	9.0%	10.7%
Social studies	75.0%	3.0%	3.0%	......	3.0%	16.0%	......
Industrial arts ...	69.6%	4.4%	......	4.4%	4.3%	4.3%	13.0%
Trade, Ind. Educ...	61.0%	4.3%	......	4.3%	......	4.3%	26.1%
Music	70.0%	10.0%	......	......	......	20.0%	......
Business, Dist. Edu.	93.3%	......	......	......	6.7%	......	......
Homemaking	75.0%	......	......	8.4%	......	8.3%	8.3%
Art	66.7%	11.1%	......	......	......	22.2%	......
Health-safety	100.0%	......	......	......	......	......	......
Agriculture	100.0%	......	......	......	......	......	......
Driver education..	100.0%	......	......	......	......	......	......
Other	55.2%	10.3%	4.0%	1.0%	2.8%	12.1%	14.6%

Table 23 shows sources of finance of new programs in various subject matter areas. Reading development programs received the most support from the regular school budget followed by English-language arts and social studies in that order.

NDEA Title III funds figure prominently in financing foreign language, science and mathematics programs.

NDEA Title V funds, providing the basis for guidance and counseling activities, were distributed throughout several subject content areas. Other federal funds supported the homemaking programs while special levies were more prominent for physical education programs. In the "no added costs" category, art, music, social studies and English-language arts rank in that order.

Table 24

SOURCES OF FINANCE FOR EQUIPMENT AND MATERIALS USED IN NEW PROGRAMS

	Regular School Budget	NDEA Title III	NDEA Title V	Other Federal Funds	Special Levy	No Added Costs	Other Funds
Equipment							
Visual projectors	67.1%	15.6%	2.3%	.6%	2.3%	4.6%	7.5%
Sound recorders, players	64.6%	18.1%	1.7%	.8%	3.0%	4.6%	7.2%
Individual listening, record., viewing	50.0%	36.4%	.9%	.9%	2.7%	1.8%	7.3%
Broadcast TV	61.9%	23.8%	1.0%	......	3.8%	3.8%	5.7%
Programed (books)	76.0%	10.1%	1.3%	1.3%	1.3%	5.0%	5.0%
Progrm'd (machs.)	80.0%	11.4%	......	......	......	5.7%	2.9%
Closed-circuit TV	50.0%	......	......	......	......	50.0%	......
Other	63.7%	9.6%	3.2%	.6%	3.2%	5.1%	14.6%
Materials							
Textbooks	69.1%	13.9%	1.3%	.6%	1.5%	8.2%	5.4%
Film, filmstrip	66.2%	16.2%	1.9%	1.6%	1.9%	5.3%	6.9%
Libr'y bks., mags.	65.6%	14.1.%	2.3%	1.0%	2.3%	6.5%	8.2%
Records, tapes	59.6%	22.0%	1.8%	.7%	2.9%	5.8%	7.2%
Packaged kits	70.3%	10.5%	3.4%	.5%	1.9%	6.2%	7.2%
Workbooks	68.0%	9.3%	1.8%	1.8%	1.7%	8.7%	8.7%
Other	65.9%	9.3%	3.1%	1.6%	1.6%	6.9%	11.6%

Most of the equipment and materials for the new programs was financed by funds from the regular school budget. The National Defense Education Act, Title III, is shown as assuming a large proportion of equipment and materials costs.

The regular school budget is seen as a major source of funds for programed books and machines. Special levies are used for broadcast television equipment more than for any other classification of equipment and materials purchased for the new programs.

Elementary Programs In Grades K-6 Only . . .

Flexible Grouping in Language Arts, i.e., reading, writing, spelling, grammar

Program Statistics:
Subject(s): Language Arts
Grade(s): 1-5
Year began: 1959
Number of students: 470
Number of teachers: 15
Approx. mental ability: 75-150
Time: 1500 minutes per week
Number of weeks: 36

Special equipment or materials: Three basic reading texts, enrichment readers, individualized reading, library books
Results so far: Parent, teacher and student reaction good
Written description: Yes
Observation of program: Any time

Description and purpose:

This program is being tried in grades one through five. Children in these grades are grouped according to their ability in language arts, i.e., reading, writing, spelling, grammar.

Each child is placed in one of three achievement levels: high, middle, low. His placement is determined by his reading achievement on standardized tests, past performance, and by teacher recommendation.

Each level is broken into three achievement levels within a given room. Hence, there can be nine levels of achievement for each grade, thereby reaching more children.

Because the slow group needs more individual instruction, the class load is held to about twenty-five children.

The middle group is like any normal class except that extreme differences do not exist. The average-sized class for this group is thirty children.

The faster-maturing children will progress at a more rapid rate. Individual instruction is provided on basic grade level, and then these children are provided with materials above and beyond their grade levels. Enrichment readers and additional library books, writing projects, more difficult spelling words, and more complex problems are all a part of the curriculum to challenge and stimulate these children.

Children new to the school are placed in the middle group. From this point, the teacher can tell whether a child is reading above or below this middle level.

Children can and do move from one level to another during the year; this procedure has presented no problems.

After three years, any teacher will have taught all three achievement-level groups.

The main purpose of the program is to help each child progress at his own rate of learning.

Evaluation is through pre- and post-tests, as well as the subjective judgments of the teachers.

Thomas Matchett, Elementary Principal
Columbia Ridge School, Ephrata School Dist. No. 165
Ephrata, Grant County

District Size: Group III—1,000-1,999 enrollment

5th and 6th Grade Enrichment

Program Statistics:
Subject(s): Language Arts
Grade(s): 5th and 6th
Year began: 1959
Number of students: 65
Number of teachers: 2
Approx. mental ability: Above average
Time: 750 minutes per week
Number of weeks: 35

Special equipment or materials: S.R.A. Reading Laboratory—with tapes (aural-oral Spanish), radio, Readers Digest Skill Text, Junior Scholastic.
Results so far: Students like it, parents and teachers like it. Need better test battery.
Written description: Yes
Observation of program: Any time after October 1

Description and purpose:

Students are placed in a separate classroom and are given work on a higher level than the ordinary 6th grade classes. The main purpose of the program is to provide enrichment materials for the accelerated student. Evaluation is by pre- and post-achievement tests and teacher judgment.

Peter N. Lolas, Administrative Assistant
Ephrata School District No. 165
Ephrata, Grant County

District Size: Group III—1,000-1,999 enrollment

Programed Instruction in English Grammar

Program Statistics:
Subject(s): English
Grade(s): 6th
Year began: 1961
Number of students: 14
Number of teachers: 1
Approx. mental ability: 100 up
Time: 30 minutes per week
Number of weeks: 10

Special equipment or materials: English 2600
Results so far: None conclusive
Written description: No
Observation of program: Indefinite

Description and purpose:

The sixth-grade teacher introduced the material to 14 members of his class and continued it for 10 weeks. Because of limited texts only one room was involved. The district expects to expand the use of the course next year. The purpose is to give students an introduction to programed materials and to supplement the textbook materials. The W.O.R.D. Conference held at Longview in October, 1961, stimulated consideration of this program. The results are teacher-evaluated.

Harold H. Buck, Principal
Kalama Elementary School, Kalama School District No. 402
Kalama, Cowlitz County

District Size: Group IV—250-999 enrollment